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Annotated listings of 2,708 items on administration of higher education, most of which appeared in print between 1950 and midsummer 1959. Includes general references; functions and organization; statewide administration; institutional boards of control; officers of administration; and administration of faculty, students, curriculum and instruction, library, business and finance, public relations and development.

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Administration of
HIGHER EDUCATION
An Annotated Bibliography

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Foreword

PROFESSIONAL LITERATURE on American higher education is vast and varied. Bibliographic items on college and university administration alone indicate that perhaps twenty thousand books, pamphlets, and magazine articles have appeared in print since 1950.

Because the range and quality of the literature on university administration are so great, the staff of the Division of Higher Education found it necessary to develop for its own use the selected and annotated bibliography published herewith. It is a basic list of 2,708 items that, except for a few dozen relatively ageless general references, appeared in print between 1950 and midsummer 1959.

The bibliography is not intended to meet the specialized reference needs of deans, registrars, business officers, or directors of faculty and student personnel services, but it is hoped that it will prove a convenient aid to busy executives and students of higher education administration.

The idea for producing and publishing the bibliography was Dr. Hollis'. He has, with the help of W. R. Bokelman, R. E. Iffert, and S. V. Martorana, section chiefs in the College and University Administration Branch of the Division, guided the project to publication.

For the highly professional and arduous task of selecting, annotating, and otherwise preparing the items to be included in the bibliography, we are indebted to Dr. Walter Crosby Eells, a nationally known scholar in the field of higher education. Prior to his retirement, Dr. Eells was Professor of Education at Stanford University and later Executive Secretary of the American Association of Junior Colleges. Aside from his valuable service as a part-time consultant to the Division of Higher Education, Dr. Eells is actively engaged in free lance writing and in bibliographic work for such organizations as the National Education Association and the Southern Regional Education Board.

HOMER D. BABBIDGE, JR.,
Assistant Commissioner for Higher Education.

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ADMINISTRATION OF HIGHER EDUCATION

An Annotated Bibliography

SAMUEL JOHNSON, of dictionary fame, is credited with the observation that "Knowledge is of two kinds: We know a subject ourselves, or we know where we can find information upon it." This bibliography is an example of the second kind of knowledge mentioned by the distinguished eighteenth century lexicographer. It is designed to aid in finding information on the organization and administration of higher education in the United States which has appeared since 1950. It is published to make such information conveniently available for the busy college or university executive who may lack the time or the facilities for locating the item for himself.

Such a guide would have value under any circumstances, but it is particularly timely today in view of the many and difficult problems which higher education is now facing. It has been shown repeatedly in the past few years that the number of students seeking admission is likely to double within a decade or less. In the wake of this rising tide of students will flow problems of increases in staff, in curricular offerings, in classroom and residence facilities, and most of all in financial resources to meet these inevitable increases. Those chiefly responsible for planning to meet the governing and management problems in the field of higher education, be they legislators, trustees, or administrators, need to know what their colleagues have been thinking and doing.

Hundreds of books and thousands of articles about the problems of higher education in the United States have been published and the flow of them seems to have been accelerated during the past decade. They have been written by hundreds of authors—college presidents, trustees, faculty members, legislators, businessmen, and others. They have been published in hundreds of periodicals, both lay and professional. They vary greatly in value and significance. It is evident, therefore, that there is a distinct place for a selective, annotated, recent bibliography on the administration of higher education which will enable students and practitioners of this vital field to find their way more intelligently and quickly through the mass of available material.

CRITERIA FOR SELECTION

This is not a comprehensive or complete bibliography—it is highly selective. To attempt to cover all of the material which has been published in this broad field would defeat its own purpose. Therefore, it is selective—chronologically, topically, and qualitatively. It contains pertinent information on 2,708 numbered entries, although many of them include several related publications under a single entry.

Chronologically, except for a few items (about one percent of the total number), all publications listed have appeared in 1950 or later years through the summer of 1959. Frequent references are given, however, to published bibliographies on special topics, listing important publications prior to 1950.

Topically, the volume covers most of the major phases of college and university administration, as may be judged by an examination of the table of contents. Certain topics, however, have been deliberately excluded or severely limited. The subject of academic freedom is one such subject, except for a few titles. According to the *Education Index*, more than 400 books and articles on this subject have been published since 1950, and thus it would warrant a separate bibliography in itself to cover even the administrative aspects of it adequately. The numerous publications regarding the administration of higher education in foreign countries have also been excluded, although admittedly much might be learned from the experience and judgments of leaders in higher education in countries other than our own. Little attention has been given to particular content fields, such as philosophy, languages, mathematics or sociology. Little attention also has been given to the very important subject of methods of college teaching because another bibliography recently compiled by Dr. Eells contains more than 1,500 references in this field for the years from 1945 to 1958. (See entry No. 10, and explanatory note immediately preceding No. 2,311, p. 319.)

Qualitatively, the general criterion of selection that has been kept constantly in mind is indicated by the question: Would this book or article probably be of value to the average college or university president? In applying this criterion, most specialized publications in the fields of business management, library administration, counseling techniques, or the work of the registrar's office have been excluded.

The college president, of course, needs to know something of the general principles involved in the conduct of the above fields, but he should not be expected to be familiar with all the many working details involved in them nor in the published literature relating to them. The actual attempt to apply this criterion, however, even with the indicated exclusions, has been beset with many and constant difficulties of definition and judgment. For example, what are the interests, values, and problems of the *average* college president? Should one have in mind the president of a large State university, a small liberal arts college, a private junior college, or a specialized military, theological, or technological institution? Should one have in mind the experienced college president or the neophyte facing puzzling problems of organization and administration for the first time? Should one consider primarily the administrator of a university having a complex organization, with many deans of constituent schools and colleges, to whom much administrative responsibility is and should be delegated, or the head of a small college who necessarily must keep his own hands more directly on many phases of administration?

These few questions, and a score of others which might be asked, are sufficient to show that the concept of the *average* college president is deceptive and difficult as a practical criterion for choice of useful material. An effort has been made, therefore, to meet as far as possible the great varieties of needs of the great variety of college presidents and of their chief administrative assistants.

Of more than 10,000 published items on the administration of higher education during the last decade which might have been included,[1] 2,708 have been selected, classified, annotated, cross-referenced, and indexed in the effort to make them most useful to busy college or university executives. As far as possible, for any controversial topic, articles have been selected which represent various points of view, often differing vigorously, sometimes even violently.

TOPICAL CLASSIFICATION

The total area of administration of higher education has been divided into 13 main fields with 54 subdivisions. These are shown in the table of contents. The following tabulation shows the number and percentage of titles classified in each of these 13 main fields.

---

[1] This is not bibliographic hyperbole, as shown by consideration of a few specific facts regarding very limited phases of the general field. Covering a 3½-year period, 1951–1954, more than 1,100 references have been given for the field of college and university business administration alone (see No. 2399). For the 2-year period 1951–1953, more than 600 titles have been listed on general education (see No. 2106). For 2 years only, 1957–1958, 540 titles have been listed on methods of college teaching (see No. 10). On the higher education of women, over 250 titles were listed in 1959 (see No. 603). More than 500 titles on accreditation were listed in 1959 (see No. 159). Many other examples could be given. Perhaps the total number of references during the decade is closer to 20,000 than to 10,000.

	Field	*Number*	*Percentage*
I.	General and reference	299	11. 0
II.	Functions and organization	336	12. 4
III.	Federal relations	47	1. 7
IV.	Regional organizations	19	0. 7
V.	Statewide administration	27	1. 0
VI.	Institutional boards of control	37	1. 4
VII.	Officers of administration	187	6. 9
VIII.	Administration of faculty	619	22. 8
IX.	Administration of students	433	16. 0
X.	Administration of curriculum and instruction	343	12. 7
XI.	Administration of library	46	1. 7
XII.	Administration of business and finance	191	7. 1
XIII.	Administration of public relations and development	124	4. 6
	Totals	2, 708	100. 0

Frequently a publication might have been classified almost equally well under two or three of the headings used or sub-divisions of them. Many writers have not compartmentalized their contributions as neatly as the classification plan would suggest. Thus an article dealing with the responsibility of the president to the trustees and to the faculty with reference to a proposed major reorganization of the curriculum might be placed under fields VI, VII, VIII, or X. In such cases the publication has been included only once, under the heading deemed most appropriate and useful, but with cross-references to other pertinent topics with which it deals. It will be found that there are approximately 2,700 such cross-references to make the resources of this bibliography more useful.

FORM OF PUBLICATION

Of the total number of entries, approximately 475 are books or monographs (aside from unpublished doctoral dissertations), almost 200 are materials included in annual *Proceedings* of national or regional educational organizations, and 475 are doctoral dissertations. The remaining 1,550 entries are articles in periodicals. The total number of periodicals represented is in excess of 200, almost half of which are magazines for laymen. Their names and places of publication are given immediately following this introduction. To save space, a moderate degree of abbreviation has been adopted in the text for the names of most of these periodicals. Usually these abbreviations are self-explanatory, but a complete list of them is given in the full list just mentioned.

A word should be said regarding the doctoral dissertations included. Administration of higher education has always been in part an art based on judgment and experience. Increasingly, however, it is becoming also a science, based on information and fact. Much of the pertinent factual information on usage and practice is found in doctoral dissertations, carefully compiled and interpreted in our leading university graduate schools.

Twenty years ago most doctoral dissertations, although representing much valuable factual information and signficant conclusions, were difficult or impossible to secure outside the institution in which they were written. Comparatively few were published. The others were available, if at all, only through the inconvenient and expensive method of interlibrary loan with limited time possible for examination of them. In the past few years, however, there has occurred an extensive development in reproduction of them by microfilm process. Thousands of doctoral dissertations are now reproduced in full each year on microfilm. (See especially No. 2195; also Nos. 285, 2186, 2205, and 2263.) They may be purchased for permanent use at about 1¼ cents per page, little more than the cost of the postage and insurance on typed copies of the average dissertation when secured for temporary use only by interlibrary loan. Or they may now be secured also in volume form, page size 5½ by 8½ inches, reproduced by the more recently developed Xerox process, which enables use of them without special microfilm reading machines, for about 4 cents per page. All dissertations available in either of these two forms have abstracts published in the monthly issues of *Dissertation Abstracts* (see No. 2195).

Not all institutions are using the microfilm service but almost one hundred of the leading graduate schools now cooperate in publication of abstracts of their doctoral dissertations in *Dissertation Abstracts* and the number is increasing each year. Many have abandoned publication of their former local institutional series of abstracts which never were widely circulated. The number of such abstracts printed in *Dissertation Abstracts* in 1959 is estimated by the publishers as over 6,000 or more than two thirds of all that were written in this country in 1959. This may be compared with the 2,000 microfilmed in 1951-52, about one-quarter of the total number written that year.

No doctoral dissertation has been included in the present bibliography unless it has been published independently (comparatively few) or an abstract of it has been printed, usually in *Dissertation Abstracts* with resultant convenience and availability for reproduction by either the microfilm or Xerox processes for permanent use of the student of higher education. Reference to volume and page of publication in *Dissertation Abstracts* or other source is given in connection with each dissertation cited.

It may be mentioned in passing that of the doctoral dissertations listed, some 45 percent were produced in partial fulfilment of the requirements for the degree of doctor of philosophy, 55 percent for the degree of doctor of education. The degree given is shown for all except a few of the dissertations listed.

AUTHORSHIP

A feature rather rare in published bibliographies is the systematic effort to indicate the institutional or other connection of the author of each entry at the time of his published contribution. It is felt that often it is quite important to know not only *what* is said, but *who* it is that said it. A writer's official position often adds significance to the information reported or to the opinions expressed. The judgment of a nationally known president of a leading university usually is entitled to greater consideration than that of a doctoral candidate.

Knowledge of the identity of the author should aid the user of this bibliography in forming more valid judgments as to the desirability of consulting the original book or article. His position has been stated *at the time his contribution was made*, although occasional supplementary information has been given regarding previous position, particularly when it involved a college presidency.

No effort had been made to indicate the institutional connection of authors of doctoral dissertations. They may all be considered as graduate students of the institutions granting their degrees, although, of course, some of them were instructors in other institutions at the time their degrees were granted.

It has been possible to identify authors of more than 95 percent of the publications which are the work of individuals. In most periodicals such identification is given in connection with the publication of an author's article. The State in which an author's institution is located has been added unless its name is already included in the name of the institution. Such identification has been omitted as unnecessary in the case of the nationally known institutions—Harvard University, Yale University, Columbia University, New York University, Princeton University, University of Chicago, and Stanford University.

More than 500 institutions of higher education are represented by contributors or by significant developments in higher education which have occurred at them. Names of all such institutions are given in the index. Since this is a volume designed especially for the use of college and university administrators, it is interesting to observe that over 300 entries are credited to college or university presidents, and almost 300 more to deans or vice presidents. Other faculty members are responsible for more than 700. The U.S. Office of Education is credited with authorship of almost 100; officers of National and State educational organizations with more than 200 others.

YEAR OF PUBLICATION

The plan in general has been to limit the bibliography to publications appearing in 1950 and later years. In addition, however, a dozen titles of 1948 and 1949 have been included because of their connection with publications of 1950 or later years. Two dozen others of earlier years have been included bceause of their lasting importance or unique contributions. The first of these, dating from 1900, is *College Administration* (No. 295) by President Charles F. Thwing of Western Reserve University, who states that in his opinion it is "the first book published on the administration of the American college." It is thus of distinct historic interest, but also has much of suggestive value for the college president of today. Next oldest volume cited is *University Administration* by President Charles W. Eliot of Harvard University, published in 1908.

Following is a tabulation of the number and percentage of titles in this bibliography published each year:

Year	*Number*	*Percentage*
1900–1949	35	1. 3
1950	177	6. 5
1951	166	6. 1
1952	195	7. 2
1953	191	7. 1
1954	264	9. 8
1955	279	10. 3
1956	327	12. 1
1957	371	13. 7
1958	426	15. 7
1959 (To August only)	277	10. 2
Totals	2, 708	100. 0

For the period from 1900 to 1949, the frequencies were as follows: 1900–09, 2; 1910–19, 1; 1920–29, 4; 1930–39, 6; 1940–45, 6; 1946, 1; 1947, 3; 1948, 5; 1949, 7.

Even with the evident incompleteness for 1959, almost two-thirds of the titles are of publications which have appeared in the past 5 years. This reflects in part the increasing number of publications in the more recent years, but also shows the effects of conscious effort to select later titles as of greater significance for most purposes.

ANNOTATIONS

The most important characteristic of this (or any) bibliography, in the judgment of the compilers, and that which required the greatest amount of time and professional judgment, consists of the annotations which accompany almost all of the entries. A title alone often gives little or no information concerning the nature and value of the contents. Sometimes it is positively misleading. Nevertheless, most published bibliographies lack annotations.

In the present case a serious effort has been made to give compact but significant information concerning each entry. Frequently a brief quotation has been used when it was felt that it would best represent succinctly the spirit and content of the original contribution. Annotations of doctoral dissertations, for the most part, have been based only upon the published abstracts of them.

Whenever possible, information on bibliographies has been included in the annotation with an indication of the number of titles and other information concerning the bibliographies in the original contributions. In addition, it may be presumed that most of the doctoral dissertations also include extensive bibliographies related to the particular problems to which they are devoted.

Signed book reviews of published volumes have been indicated in many cases. No claim is made for completeness of this feature, however, since no systematic search was made to find all of them for volumes which have been published.

INDEX

A comprehensive index is provided. This includes in a single alphabetical list the names of all authors and other individuals mentioned in titles or annotations, names of all educational institutions mentioned, names of all organizations and locations of their headquarters as far as feasible, and numerous topical headings. These topical headings supplement the topical organization of the volume and the numerous cross references given in connection with them.

ACKNOWLEDGMENTS

Most of the work of compilation of this bibliography has been carried out in the Library of the Department of Health, Education, and Welfare, and in the Library of Congress. Appreciation is expressed to the responsible officers of these outstanding libraries for assistance given and courtesies shown during the months of research involved.

Undoubtedly, in such a work some errors will be found, but it is hoped that careful checking has reduced their number to a minimum and that such as remain will not seriously affect the basic usefulness of the work.

Periodicals Cited

FOLLOWING is a list of the periodicals cited in this bibliography, with abbreviations used for them, and place of publication.

AAUP Bull. American Association of University Professors Bulletin, Washington, D.C.

AAUW Jour. American Association of University Women Journal, Washington, D.C.

Adult Educ. Adult Education, Chicago, Ill.

America. America, New York, N.Y.

Amer. Econ. Review. American Economic Review, Evanston, Ill.

Amer. Hist. Review. American Historical Review, New York, N.Y.

Amer. Jour. Pharm. Educ. American Journal of Pharmaceutical Education, Pullman, Wash.

Amer. Jour. Physics. American Journal of Physics, New York, N.Y.

Amer. Jour. Pub. Health. American Journal of Public Health, New York, N.Y.

Amer. Jour. Sociol. American Journal of Sociology, Chicago, Ill.

Amer. Mercury. American Mercury, New York, N.Y.

Amer. Pol. Sci. Review. American Political Science Review, Washington, D.C.

Amer. Psych. American Psychologist, Washington, D.C.

Amer. Quart. American Quarterly, Philadelphia, Pa.

Amer. Scholar. American Scholar, Washington, D.C.

Amer. Sociol. Review. American Sociological Review, New York, N.Y.

Amer. Teacher. American Teacher, Chicago, Ill.

Amer. Weekly. American Weekly, New York, N.Y.

Annals Amer. Acad. Annals of the American Academy of Political and Social Science, Philadelphia, Pa.

Assoc. Amer. Coll. Bull. Association of American Colleges Bulletin, Washington, D.C. (Changed to Liberal Education after 1958.)

Atlantic. Atlantic Monthly, Boston, Mass.

Banking. Banking, New York, N.Y.

Barron's. Barron's, Boston, Mass.

British Medical Journal. British Medical Journal, London, England.

Bull. Atomic Scientists. Bulletin of the Atomic Scientists, Chicago, Ill.

Bull. Nat. Assoc. Sec. Sch. Prin. Bulletin of the National Association of Secondary School Principals, Washington, D.C.

Bus. & Econ. Review. Business and Economic Review, Columbia, S.C.

Bus. Educ. World. Business Education World, New York, N.Y.

Bus. Horizons. Business Horizons, Indianapolis, Ind.

Bus. Week. Business Week, New York, N.Y.

Calif. Jour. Sec. Educ. California Journal of Secondary Education, Berkeley, Calif.

Calif. Teach. Assoc. Jour. California Teachers Association Journal, San Francisco, Calif.

Carnegie Corp. Quart. Carnegie Corporation of New York Quarterly, New York, N.Y.

Cath. Educ. Review. Catholic Educational Review, Washington, D.C.

Cath. Sch. Jour. Catholic School Journal, Milwaukee, Wisc.

Cath. World. Catholic World, New York, N.Y.

CEA Critic. CEA Critic, Amherst, Mass.

Chang. Times. Changing Times, The Kiplinger Magazine, Washington, D.C.

Child Study. Child Study, New York, N.Y.

Child. Educ. Childhood Education, Washington, D.C.

Christ. Cent. Christian Century, Chicago, Ill.

Christ. Educ. Christian Education, New York, N.Y. (Superseded by Christian Scholar with Vol. 36, 1953.)

Christ. Educ. Mag. Christian Education Magazine, Nashville, Tenn.

Christ. Scholar. Christian Scholar, New York, N.Y. (Christian Education prior to Vol. 36, 1953.)

CLA Jour. CLA Journal (College Language Association), Baltimore, Md.

Clear. House. Clearing House, New York, N.Y.

Coll. & Res. Lib. College and Research Libraries, Chicago, Ill.

Coll. & Univ. College and University, Allentown, Pa.

Coll. & Univ. Bus. College and University Business, Chicago, Ill.

Coll. Board Review. College Board Review, New York, N.Y.

Coll. English. College English, Champaign, Ill.

Coll. Pub. Rel. Quart. College Public Relations Quarterly, Washington, D.C.

Colorado Quart. Colorado Quarterly, Boulder, Colo.

Commentary. Commentary, New York, N.Y.

Commonweal. Commonweal, New York, N.Y.

Coronet. Coronet, New York, N.Y.

Cosmopolitan. Cosmopolitan, New York, N.Y.

Current Hist. Current History, Philadelphia, Pa.

Diss. Abstracts. Dissertation Abstracts, Ann Arbor, Mich. (Microfilm Abstracts prior to Vol. 12, 1952.)

Educ. Education, Boston, Mass.

Educ. Adm. & Sup. Educational Administration and Supervision, Baltimore, Md.

Educ. & Psych. Meas. Educational and Psychological Measurements, Durham, N.C.

Educ. Digest. Education Digest, Ann Arbor, Mich.

Educ. Forum. Educational Forum, Tiffin, Ohio.

Educ. Leader. Educational Leadership, Washington, D.C.

Educ. Outlook. Educational Outlook, Philadelphia, Pa.

Educ. Record. Educational Record. Washington, D.C.

Educ. Research Bull. Educational Research Bulletin, Columbus, Ohio.

Emory Univ. Quart. Emory University Quarterly, Atlanta, Ga.

Esquire. Esquire, New York, N.Y.

Fortune. Fortune, New York, N.Y.

Good House. Good Housekeeping, New York, N.Y.

Grad. Jour. Graduate Journal, Austin, Texas

Harpers. Harpers Magazine, New York, N.Y.

Harvard Bus. Review. Harvard Business Review, Cambridge, Mass.

Harvard Educ. Review. Harvard Educational Review, Cambridge, Mass.

High Points. High Points, Brooklyn, N.Y.

High School Jour. High School Journal, Chapel Hill, N.C.

Higher Educ. Higher Education, Washington, D.C.

Hispania. Hispania, Storrs, Conn.

Holiday. Holiday, Philadelphia, Pa.

Hosp. Admin. Hospital Administration, Chicago, Ill.

Ill. Educ. Illinois Education, Springfield, Ill.

Improv. Coll. & Univ. Teach. Improving College and University Teaching, Corvallis, Ore.

Indep. Woman. Independent Woman, Washington. D.C. (National Business Woman since October 1956)

Inter. Jour. Rel. Educ. International Journal of Religious Education, New York, N.Y.

Iron Age. Iron Age, Philadelphia, Pa.

ISNU Alumni Quart. Illinois State Normal University Alumni Quarterly, Normal, Ill.

Johns Hopkins Mag. Johns Hopkins Magazine, Baltimore, Md.

Jour. App. Psych. Journal of Applied Psychology, Washington, D.C.

Jour. Bus. Educ. Journal of Business Education, Wilkesbarre, Pa.

Jour. Chem. Educ. Journal of Chemical Education, New York, N.Y.

Jour. Consult. Psych. Journal of Consulting Psychologists, Washington, D.C.

Jour. Dental Educ. Journal of Dental Education, Chicago, Ill.

Jour. Educ. Journal of Education, London, England.

Jour. Educ. Psych. Journal of Educational Psychology, Washington, D.C.

Jour. Educ. Research. Journal of Educational Research, Madison, Wisc.

Jour. Educ. Sociol. Journal of Educational Sociology, New York, N.Y.

Jour. Eng. Educ. Journal of Engineering Education, Urbana, Ill.

Jour. Gen. Educ. Journal of General Education, Chicago, Ill.

Jour. Geront. Journal of Gerontology, St. Louis, Mo.

Jour. Higher Educ. Journal of Higher Education, Columbus, Ohio

Jour. Home Econ. Journal of Home Economics, Washington, D.C.

Jour. Insurance. Journal of Insurance, Columbus, Ohio

Jour. Med. Educ. Journal of Medical Education, Chicago, Ill.

Jour. Nat. Assoc. Women's Deans & Couns. Journal of the National Association of Women's Deans and Counselors, Washington, D.C. (Formerly Journal of the National Association of Deans of Women.)

Jour. Negro Educ. Journal of Negro Education, Washington, D.C.

Jour. South. Hist. Journal of Southern History, Lexington, Ky.

Jun. Coll. Jour. Junior College Journal, Washington, D.C., and Austin, Texas.

Lad. Home Jour. Ladies Home Journal, Philadelphia, Pa.

Lib. Educ. Liberal Education, Washington, D.C. (Association of American Colleges Bulletin before 1959.)

Lib. Quart. Library Quarterly, Chicago, Ill.

Life. Life, New York, N.Y.

McCalls. McCalls Magazine, New York, N.Y.

Mangt. Record. Management Record, New York, N.Y.

Micro. Abstracts. Microfilm Abstracts, Ann Arbor, Mich. (Superseded by Dissertation Abstracts with Vol. 12, 1952.)

Mich. Educ. Jour. Michigan Education Journal, Lansing, Mich.

Minn. Jour. Educ. Minnesota Journal of Education, St. Paul, Minn.

Miss. Val. Hist. Review. Mississippi Valley Historical Review, Lincoln, Neb.

Mod. Lang. Jour. Modern Language Journal, St. Louis, Mo.

Month. Labor Review. Monthly Labor Review, Washington, D.C.

Nation. The Nation, New York, N.Y.

Nat. Assoc. Sec. Sch. Prin. Bull. National Association of Secondary School Principals Bulletin, Washington, D.C.

Nat. Bus. Woman. National Business Woman, Washington, D.C. (Independent Woman prior to October 1956.)

Nat. Cath. Educ. Assoc. Bull. National Catholic Education Association Bulletin, Washington, D.C.

NEA Jour. National Educational Association Journal, Washington, D.C.

NEA Research Bull. National Education Association Research Bulletin, Washington, D.C.

Nat. Par.-Teach. National Parent-Teacher, Chicago, Ill.

Nation's Bus. Nation's Business, Washington, D.C.

Nation's Schools. Nation's Schools, Chicago, Ill.

New Eng. Assoc. Review. New England Association Review, Boston, Mass.

New Leader. New Leader, New York, N.Y.

N.Y. Times Book Review. The New York Times Book Review, New York, N.Y.

N.Y. Times Mag. The New York Times Magazine, New York, N.Y.

North Central Assoc. Quart. North Central Association Quarterly, Chicago, Ill.

Occupations. Occupations, Washington, D.C. (Personnel and Guidance Journal after October 1952.)

Pac. Hist. Review. Pacific Historical Review, Berkeley, Calif.

Parade. Parade, New York, N.Y.

Parents Mag. Parents Magazine, New York, N.Y.

Peabody Jour. Educ. Peabody Journal of Education, Nashville, Tenn.

Penn. Sch. Jour. Pennsylvania School Journal, Harrisburg, Pa.

Pers. & Guid. Jour. Personnel and Guidance Journal, Washington, D.C. (Occupations prior to Oct. 1952.)

Phi Delta Kappan. Phi Delta Kappan, Bloomington, Ind.

Philo. Review. Philosophical Review, Ithaca, N.Y.

PMLA. PMLA, Publications of the Modern Language Association, New York, N.Y.

Pride. Pride, Washington, D.C.

Progressive. The Progessive, Madison, Wisc.

Prog. Educ. Progessive Education, Urbana, Ill.

Pub. Util. Fort. Public Utilities Fortnightly, Washington, D.C.

Quart. Jour. Speech. Quarterly Journal of Speech, Baton Rouge, La.

Readers Digest. Readers Digest, Pleasantville, N.Y.

Regional Action. Regional Action (Southern Regional Education Board), Atlanta, Ga.

Relig. Educ. Religious Education, New York, N.Y.

Reporter. The Reporter, New York, N.Y.

Review Educ. Research. Review of Educational Research, Washington, D.C.

Rotarian. Rotarian, Evanston, Ill.

Sat. Eve. Post. Saturday Evening Post. Philadelphia, Pa.

Sat. Review. Saturday Review, New York, N.Y. (Formerly Saturday Review of Literature.)

Scholastic. Scholastic Teacher, New York, N.Y.

Sch. Act. School Activities, Lawrence, Kan.

Sch. & Soc. School and Society, New York, N.Y.

Sch. Exec. School Executive, New York, N.Y.

Sch. Review. School Review, Chicago, Ill.

Science. Science, Washington, D.C.

Scien. Month. Scientific Monthly, Washington, D.C. (Merged with Science. January 1958.)

Seventeen. Seventeen, New York, N.Y.

Soc. Educ. Social Education, Washington, D.C.

Soc. Forces. Social Forces, Baltimore, Md.

Soc. Research. Social Research, New York, N.Y.

Soc. Sci. Review. Social Science Review, Chicago, Ill.

Soc. Serv. Review. Social Service Review, Chicago, Ill.

Soc. Studies. Social Studies, Philadelphia, Pa.

So. Atlantic Quart. South Atlantic Quarterly, Durham, S.C.

So. Econ. Jour. Southern Economic Journal, Chapel Hill, N.C.

State Gmt. State Government, Chicago, Ill.

Steel. Steel, Cleveland, Ohio.

Survey. Survey, East Stroudsburg, Pa. (Discontinued 1952.)

Teach. Coll. Jour. Teachers College Journal, Terre Haute, Ind.

Teach. Coll. Record. Teachers College Record, New York, N.Y.

Tech. Review. Technology Review, Cambridge, Mass.

Texas Outlook. Texas Outlook, Austin, Texas.

Think. Think, New York, N.Y.

This Week Mag. This Week Magazine, New York, N.Y.

Today's Living. Today's Living, New York, N.Y.

Trustee. Trustee, Nashville, Tenn.

U. S. News. U. S. News and World Report, Washington, D.C.

Univ. Quart. Universities Quarterly, London, England.

Vital Speeches. Vital Speeches of the Day, New York, N.Y.

Wall St. Jour. Wall Street Journal, New York, N.Y.

West. Hum. Review. Western Humanities Review, Salt Lake City, Utah.

West. Pol. Quart. Western Political Quarterly, Salt Lake City, Utah.

Wilson Lib. Bull. Wilson Library Bulletin, New York, N.Y.

Yale Review. Yale Review, New Haven, Conn.

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I. *General and Reference*

1. REFERENCE WORKS

1. **Badger, Henry G.** Higher Education Statistics: 1870–1952. *Higher Educ.*, 11: 10–15, Sept. 1952. (*Author:* With U.S. Office of Education.)

A compact presentation of comparative statistics, usually at 10–year intervals, covering institutions, degrees, finances, physical plant, plant funds, and endowment. Based on U.S. Office of Education reports, supplemented by U.S. Census reports for 1850 and 1860.

2. ———*and* **Johnson, M. Clemens.** *Statistics of Higher Education, 1955–56: Faculty, Students, and Degrees.* Washington: Government Printing Office, 1958. (Biennial Survey of Education in the United States, 1954–56, chap. 4, sec. 1. ix,152 p. (*Authors:* With U.S. Office of Education.)

Gives principal statistics for institutions of higher education, their students, faculty, and graduates. Covers more than 300,000 faculty members and almost 2,700,000 students in 1,858 institutions. Most data given by region, State, and sex for publicly and privately controlled institutions classified in 7 major groups according to type. Frequent comparisons made with data for earlier years. Contains 36 summary text tables and 9 detailed tables. "Continues the series of reports on the statistics of higher education first begun with the academic year 1869–70. Published annually through 1916, and since 1918 as part of the *Biennial Survey of Education in the United States,* this series has continued virtually unbroken. The present report is the 66th in the series."—*Foreword.*

3. **Bigelow, Karl.** *Selected Books for the College and University Administrator.* New York: Bureau of Publications, Teachers College, Columbia University, 1958. 26 p. (*Author:* Professor of Higher Education, Teachers College, Columbia University.)

An annotated bibliography of 158 titles, earliest in 1908. Arranged in groups as follows: General Orientation, Purposes and Contemporary Character of Higher Education, Organization and Administration, Faculty, Instructional Program, Students, Financial and Business Problems, Public Relations and Fund-Raising.

4. **Bogue, Jesse P.,** *ed. American Junior Colleges.* Washington: American Council on Education, 1956. 4th edition. xi,584 p. (*Author:* Executive Secretary, American Association of Junior Colleges, Washington, D.C.)

Contains detailed data on most significant aspects of organization and administration for each of 531 accredited junior colleges in the United States. Introductory chapters treat types of junior colleges, development of the junior college movement, legal status of public junior colleges, accreditation of junior colleges, present trends, and regional accrediting agencies. First edition, containing similar data, published in 1940. Fifth edition, under editorship of E. J. Gleazer, Jr., in preparation, to be published in 1960. Reviews by G. F. Donovan, *Cath. Educ. Review,* 55: 137–139, Feb. 1957; and by J. W. Reynolds, *Jun. Coll. Jour.,* 27: 61–62, Sept. 1956.

5. **Brickman, William W.** Educational Reference Works. *Sch. & Soc.,* 79: 166–172, May 29, 1954. (*Author:* Associate Professor of Education, New York University.)

Critical comments on 53 reference works published 1948–1952, many of them dealing in whole or in part with higher education.

6. **Burckel, Christian E.,** *ed. The College Blue Book.* Yonkers, N.Y.: Christian E. Burckel, 1956. 8th edition. vi,688 p.

Gives data on various aspects of organization and administration for 5,904 institutions of higher education, including their subdivisions and professional units, in the United States in 1955. First edition, 1924.

7. Chambers, Merritt M., *ed.* *Universities of the World Outside U. S. A.* Washington: American Council on Education, 1950. 1st edition. xvii,924 p. (*Author:* Staff member, American Council on Education.)

Contains extensive data, varying greatly in completeness and detail, on most significant aspects of organization and administration for some 2,000 institutions in 82 foreign countries. Attached to the section for each country is a bibliography, totaling more than 1,000 titles, most of them published since 1945. No further editions planned. Superceded by No. 13 and No. 23. Review by F. H. Bowles, *Occupations*, 29: 81–82, Oct. 1950.

8. Cook, Robert C., *ed.* *Who's Who in American Education: An Illustrated Biographical Directory of Eminent Living Educators of the United States and Canada.* Nashville, Tenn.: Who's Who in American Education, Inc., 1957. 18th ed. 1,272 p.

Contains data for 1957–58 on training, experience, and professional activities of several thousand educators, including many university and college administrators and professors, with portraits of more than 2,000 of them. Published biennially.

9. ——— *and* McDuff, Margie McLean, *eds.* *Trustees, Presidents, and Deans of American Colleges and Universities, 1958–59.* Nashville, Tenn.: Who's Who in American Education, Inc., 1958. 375 p.

Includes biographical sketches of about one-third of the chairmen of the boards of control and seven-eighths of the presidents of the 1,900 colleges and universities in the United States and "a share of" the 6,000 deans. Has portraits of 710 of individuals included. Published biennially. An extension of 3 previous volumes, as follows: *Presidents of American Colleges and Universities*, vol. I, 1933–34; vol. II, 1953–54; and *Trustees and Presidents of American Colleges and Universities*, 1955.

10. Eells, Walter Crosby. *College Teachers and College Teaching: An Annotated Bibliography on College and University Faculty Members and Instructional Methods.* Atlanta, Ga.: Southern Regional Education Board, July 1957. xiii,282 p. Also *Supplement*, same publishers, May 1959, x,134 p. (*Author:* Retired Professor of Education.)

Main volume covers 2,665 entries, most of them fully annotated, arranged in 90 topical groups, covering the period 1945–1956, with author and other indexes. *Supplement* follows the same plan and organization, covering 1,103 entries for 1957 and 1958. Reviews by A. Unruh, *Coll. & Univ.*, 33: 227, Winter 1958; and by K. Massanari, *Educ. Adm. & Sup.*, 45: 121–122, March 1959. Summary of journals included, *AAUP Bull.*, 43: 458–460, Sept. 1957. Summary of authorship of books and articles included, *Jour. Higher Educ.*, 29: 97–98, Feb. 1958.

11. ———. *American Dissertations on Foreign Education.* Washington: National Education Association, 1959. xxxix,300 p. (*Author:* See No. 10.)

Contains authors, institutions, dissertation titles, and publication data, for 5,716 doctoral dissertations and master's theses written at American universities and colleges concerning education or educators in foreign countries and education of groups of foreign birth or ancestry in the United States, 1884–1958. Arranged by countries for more than 100 countries. Many of the entries deal with higher education. Fully indexed.

12. Folger, John K. *and* Sugg, Redding S., Jr. *A Factbook on Higher Education in the South.* Atlanta, Ga.: Southern Regional Education Board, 1956. iv,76 p. (*Authors:* (1) Research Associate; (2) Publications Consultant; both of Southern Regional Education Board.)

"The Board . . . believes that the proper development of higher education in the South can best proceed on the basis of the soundest possible assessment of its needs and resources." Therefore, for each of the 14 southern states, gives basic detailed tables on projected college enrollments, 1955–1965; educational and general income and expenses for selected years, 1930–1952; and past and future income payments to individuals.

13. Foster, J. F., *ed.* *Commonwealth Universities Yearbook, 1959. A Directory of the Universities of the British Commonwealth and the Handbook of Their Association.* London, England: Association of Universities of the British Commonwealth, 1959. 36th edition. xvii, 1407 p.

Gives names of principal officers and members of teaching staffs, with their degrees and honors, arranged by departments, for each institution in Australia (10 institutions), Canada (30), Ceylon (1), Ghana (1), Hong Kong (1), India (32), Malta (1), New

Zealand (7), Nigeria (1), Pakistan (6), Rhodesia and Nyasaland (1), Singapore, Malaya (1), South Africa (9), Uganda (1), United Kingdom (25), and West Indies (2). Includes 109-page index of all names mentioned, totaling about 40,000. Other volumes in the series, in somewhat different form, issued usually annually, reaching back to 1914.

14. Gertler, Diane B. *and* Poole, Hazel C. *Opening (Fall) Enrollments in Higher Education, 1958: Institutional Data.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 544.) iii,33 p. (*Authors:* With U.S. Office of Education.)

Gives data in summary form and for individual institutions on total (3,258,556) and first-time (781,075) enrollment, by sex, for 1,897 institutions of higher education. Third in annual series of similar reports.

15. ——— *and* Rice, Mabel C. *Earned Degrees Conferred by Higher Educational Institutions, 1957–1958.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 570.) x,210 p. (*Authors:* With U.S. Office of Education.)

Gives detailed data by institutions and by major fields for 365,748 bachelor's degrees, 65,614 master's degrees, and 8,942 doctor's degrees conferred by 1,365 institutions in United States in 1957–58. Eleventh similar annual report of degrees conferred in the United States.

16. Gleazer, Edmund J., Jr., *ed. 1959 Junior College Director.* Washington: American Association of Junior Colleges, 1959. 52 p. Also published in *Jun. Coll. Jour.*, Jan. 1959. (*Author:* Executive Director, American Association of Junior Colleges.)

Reports for each of 667 junior colleges in the United States and a few foreign countries significant facts regarding organization and administration, including names of administrators, form of organization, and number of students and faculty members in various classifications. Summary tables for public and private institutions. An annual publication. Similar directories in January issues of *Jun. Coll. Jour.* since 1931. For analyses see No. 72.

17. Good, Carter V. *Dictionary of Education.* New York: McGraw-Hill Book Company, Inc., 1959. 2d edition. xxvii,676 p. (*Author:* Professor of Education, University of Cincinnati, Ohio.)

Gives definitions of approximately 25,000 terms used in education, many of them aspects of higher education and types of higher educational institutions. Prepared with the assistance of approximately 2,000 collaborators.

18. Hatch, Winslow R. Clearing House of Studies in Higher Education. *Higher Educ.*, 15: 107–109, Feb. 1959. (*Author:* With U.S. Office of Education.)

Reports first issues of Office of Education series, *The Reporter* and *Special Reports*, the former to contain titles and brief bibliographic information concerning research studies in higher education made since 1950, the latter to contain more extended summaries, approximately 4 pages in length, of the more important studies listed in the former. See Nos. 19 and 20.

19. ——— *ed. The Reporter: Clearinghouse of Studies in Higher Education.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 562.) ix,78 p. (Author: See No. 18.)

Contains titles and brief bibiliographic information concerning 938 research studies carried out in 291 institutions since 1950, classified in 24 major categories. See Nos. 18 and 20.

20. ——— *ed. Special Reports.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 563.) vii,69 p. (Author: See No. 18.)

Contains extended summaries of 16 of the more important studies briefly reported in No. 19.

21. Irwin, Mary, *ed. American Universities and Colleges.* Washington: American Council on Education, 1956. 7th edition. xiii,1210 p. (*Author:* Staff Member, American Council on Education.)

Contains detailed data on most significant aspects of organization and administration for each of 969 regionally accredited institutions of higher education, except junior colleges, in the United States. (For similar volume on junior colleges, see No. 4.) Introductory chapters treat evolution of higher education in the United States, administration and support of higher education, higher education programs, summaries of higher educational degrees conferred since 1861, and data concerning professional educational institutions in 23 professional fields. Appendixes give academic costume code and degree abbreviations. First edition, published in 1928. Eighth edition, in preparation, to be published in 1960. Review by G. F. Donovan, *Cath. Educ. Review*, 55: 136–137, Feb. 1957.

22. **Keiser, Albert.** *College Names: Their Origin and Significance.* New York: Bookman Associates, 1952. 184 p. (*Author:* Professor of English, Lenoir Rhyne College, N.C.)

Contains information on names of over 700 institutions—"all the institutions of higher learning in the United States listed in the *Directory* of the Federal Office of Education whose names require explanation." Institutions are listed alphabetically, with separate section on Negro institutions, containing 57 names.

23. **Keyes, H. M. R.** *International Handbook of Universities.* Paris: International Association of Universities, 1959. First ed. xl,338 p.

"The first edition of this reference work is a companion volume to *American Universities and Colleges* and the *Commonwealth Universities Yearbook.* (Nos. 21 and 13.) It provides classified information, in English, concerning higher education in some 70 countries: 26 in Europe, 19 in Latin America, 13 in Asia, 5 in the Middle East, and 7 in Africa. Nearly 450 institutions are described in detail, over 1,000 others mentioned more briefly."

24. **Layton, Elizabeth N.** *Higher Education Administration and Organization: Annotated Bibliography, 1940–1950.* Washington: U.S. Office of Education, Division of Higher Education, March 1951. 72 p. (*Author:* With U.S. Office of Education.)

Includes 357 entries, annotated briefly, arranged in single alphabetical list, with 17-page author and topical index.

25. **Lovejoy, Clarence E.** *Lovejoy's College Guide; A Complete Reference Book to 2,266 American Colleges and Universities for Use of Students, Parents, Teachers, and Guidance Counselors.* New York: Simon & Schuster, 1959. 290 p.

Gives extensive data in compact form on faculties, accreditation, curricula, costs, degrees, and other matters. Arranged by States, and alphabetically within States. Biennial revisions planned.

26. *The Official Guide to Catholic Educational Institutions in the United States.* New York: Catholic Institutional Directory Co., 1959. A54, 462 p. Sponsored by National Catholic Welfare Conference.

Comprehensive directory giving a variety of basic information on all types of Catholic higher educational institutions, arranged in 4 groups: (1) Universities and Colleges, Undergraduate Programs; (2) Junior Colleges, Two-Year Programs; (3) Universities and Colleges, Graduate Programs; (4) Universities and Colleges, Professional School Programs. Initial chapters consider how to choose a college, how to read a college catalog, and how to finance a college education. Contains 11 indexes.

27. *Open Doors.* New York: Institute of International Education, 1958. 47 p.

Gives variety of data on 66,863 persons, students and faculty, who participated in international exchange during the year, by States and institutions, an increase of 12 percent over previous years. An annual publication. Earlier issues give similar data.

28. **Ostheimer, Richard H.** *A Statistical Analysis of Organizations of Higher Education in the United States, 1948–1949.* New York: Columbia University Press, 1951. xviii,233 p. (*Author:* Staff member, Commission on Financing Higher Education.)

A staff technical paper of the Commission on Financing Higher Education. Consists chiefly of 231 tables of data concerning methods of classification, number of institutions, enrollment, and earned degrees. Uses 4 main classifications—universities, liberal arts colleges, professional schools, and junior colleges.

29. **Pfnister, Allan O.** Selected References on Higher Education. *Sch. Review,* 64: 411–414, Dec. 1956.

Gives 35 annotated references covering period July 1955 to June 1956. Discusses characteristics and trends represented by these references. Similar lists, varying in number from 25 to 59, in December issues 1950 to 1955. Earlier ones under names of Norman Burns and Manning M. Pattillo, Jr. Later ones under names of Manning M. Pattillo, Jr. and Allan O. Pfnister. With change of journal to quarterly publication in 1957, this series was discontinued.

30. **Rich, Wilmer Shields,** *ed. American Foundations and Their Fields.* New York: American Foundations Information Service, 1955. 7th edition. xlvii, 744 p.

Describes the work of 4,162 foundations including data on establishment, donors, purposes, policies regarding grants, finances, and officers. Many of them are concerned with education, particularly higher education. Arranged by States. Review by T. B. Wilkins, *Higher Educ.*, 12: 44–45, Nov. 1955, who says: "It may be safely said no other publication provides a more valuable reference tool to 'those who give but also to those who seek to receive.' "

31. Walters, Raymond. Statistics of Attendance in American Universities and Colleges, 1958. *Sch. & Soc.* 86: 427–440, Dec. 6, 1958. (*Author:* President Emeritus, University of Cincinnati, Ohio.)

Gives statistics on enrollment, by sex, and on teaching staff, full-time and total, for each of 944 accredited 4-year institutions for 1958–59. Reports 1,828,660 full-time students and grand total of 2,531,755; teaching staff of 197,641 of whom 73,886 were part-time. Various comments and interpretations of data. Similar articles have appeared, usually in December issues of *Sch. & Soc.* for 38 previous years. This annual series gives data on enrollment more promptly each year than any other source.

32. *Who's Who in America: A Biographical Dictionary of Notable Living Men and Women.* Chicago: Marquis-Who's Who, 1958. Vol. 30, 1958–59, 60th anniversary edition. 3,388 p.

Standard biographical reference work. Includes biographical sketches, with emphasis on professional activities, of many college and university presidents, numerous deans, and other prominent educators. Revised and reissued biennially.

33. *Who's Who of American Women: A Biographical Dictionary of Notable Living American Women.* Chicago: Marquis-Who's Who, 1958. Vol. I (1958–1959), 1st edition. 1,438 p.

Includes biographical sketches, with emphasis on professional activities, of 19,000 women, including 1,300 college educators. To be revised and reissued biennially.

34. Wilkins, Theresa Birch. *Education Directory, 1958–1959. Part 3. Higher Education.* Washington: Government Printing Office, 1959. 194 p. (*Author:* With U.S. Office of Education.)

Gives names, arranged by States, of 1,957 institutions of higher education in the United States offering at least a 2-year program of college level studies and meeting certain minimum criteria established by the Office of Education. For each institution, gives classification, accreditation, enrollment, and names of chief executive officers. Contains summaries of data presented and list of all significant changes since previous issue. An annual publication.

2. HISTORY OF HIGHER EDUCATION

No annotations are given for many of the histories of individual institutions, since their titles are sufficiently self-explanatory.

35. Abbott, Frank C. *Government Policy and Higher Education: A Study of the Regents of the University of the State of New York, 1784–1949.* Ithaca, N.Y.: Cornell University Press, 1958. xi,428 p. (*Author:* Staff member, American Council on Education.)

A careful study of the development of the New York State Department of Education from its beginning through its culmination in the organization of the State University of New York, proposed by Governor Thomas E. Dewey in 1946 and authorized by Act of Legislature in 1948. Considers fully the many controversial features involved. Bibliography, 16 p.

36. Andeen, Gustav Kenneth. *Trends in the Development of the Program of Higher Education in the Augustana Lutheran Church.* New York: Columbia University, 1952. 270 p. Abstract in *Diss. Abstracts*, 12: 691, No. 5, 1952.

Unpublished doctoral dissertation (Ph.D.). Basically a historical study of the 6 institutions under control of the Church, based on personal visits to each of them. Includes analysis of control, faculties, finances, curriculum, physical plants, relation of the colleges to the Church, and administrative problems facing the colleges.

37. Andrews, Ruth Horn. *The First Thirty Years: A History of Texas Technological College, 1925–1955.* Lubbock: Texas Technological Press, 1956. xiii, 393 p.

38. Austin, C. Gray. *A Century of Religion at the University of Michigan: A Case Study in Religion and the State University.* Ann Arbor: University of Michigan, 1957. xiv,111 p. (*Author:* Assistant Coordinator of Religious Affairs, University of Michigan.)

"Commemorating the centennial of student religious activity at the University of Michigan." Covers: The Christian Associations, Early Denominational Developments, and

Later Organizations and Developments. See also Nos. 471, 472, 475. Bibliography, 50 titles.

39. BARBER, W. CHARLES. *Elmira College: The First Hundred Years.* New York: McGraw-Hill Book Co., 1955. xiv, 290 p.

Refers to Elmira College, New York.

40. BARRY, COLMAN J. *The Catholic University of America, 1903–1909: The Rectorship of Denis J. O'Connell.* Washington: Catholic University of America Press, 1950. xi,298 p.

Fourth volume in series on history of the University. Includes discussion of introduction of undergraduate instruction and organization of National Catholic Education Association. Reviews by A. S. Edwards, *Educ. Adm. & Sup.* 38: 182–183, March 1952; and by W. J. Mehok, *Jour. Higher Educ.,* 22: 221–222, April 1951.

41. BEATTY, SHELTON LEE. *A Curriculum History of Grinnell College, 1848–1931.* Stanford, Calif.: Stanford University, 1955. 533 p. Abstract in *Diss. Abstracts,* 16:61, Jan. 1956.

Unpublished doctoral dissertation (Ph.D.). Refers to Grinnell College, Iowa. Based chiefly on early records discovered in Trustee's Vault in 1948. "Compressed into 81 years, the Grinnell College curriculum forms a microcosm of American collegiate curricular changes from 1848 to 1931."

42. *The Bicentennial History of Columbia University.* New York: Columbia University Press. 19 vols.

For titles and publication details on 12 volumes, published in 1954, see *Higher Educ.,* 11: 59, Dec. 1954.

43. BRICKMAN, WILLIAM W. History of Colleges and Universities. *Sch. & Soc.,* 76: 415–421, Dec. 27, 1952. (*Author:* Associate Professor of Education, New York University.)

Critical reviews of 49 histories, chiefly those of individual institutions, published 1949 to 1952.

44. BRIGHT, JOHN H. *Historical Development of Present-Day Problems of Muskingum College.* Cincinnati, Ohio: University of Cincinnati, 1950. Abstract in the University of Cincinnati *Abstracts of Graduate Theses in Education,* vol. 5, 1955, p. 123–128.

Unpublished doctoral dissertation (Ed.D.). Refers to Muskingum College, Ohio. Major problems studied: What is the purpose of the College? Whom shall the College admit? What courses should be required? What are best methods and materials of instruction? How much personal and social freedom shall students be given?

45. BROOKS, ROBERT PRESTON. *The University of Georgia Under Sixteen Administrations, 1785–1955.* Athens: University of Georgia Press, 1956. ix, 260 p. (*Author:* Professor of History, University of Georgia.)

Bibliography, 62 titles. Review by S. J. Folmsbee, *Jour. South. Hist.,* 22: 516, Nov. 1956.

46. BROWNE, HENRY J. The Faculty and the Archivist. *AAUP Bull.,* 43: 40–42, Spring 1957. (*Author:* Professor of History, Cathedral College, N.Y.)

"It is a matter of some surprise that college and university faculties have been no quicker than government or business groups to appreciate the needs of archives in their institutions."

47. BRUBACHER, JOHN S. *and* RUDY, WILLIS. *Higher Education in Transition: An American History, 1636–1956.* New York: Harper & Bros., 1958. 494 p. (*Authors:* (1) Professor of History and Philosophy of Education, Yale University; (2) Associate Professor of History, State Teachers College, Worcester, Mass.)

A comprehensive, carefully documented history in 18 chapters. Includes special chapters on student life, methods of instruction, athletics, professional education, Federal relations, curriculum, and academic freedom. Reviews by C. A. Hangartner, *Coll. & Univ.,* 34: 217–219, Winter 1959; by W. H. Congdon, *Educ. Forum,* 23: 247–248, Jan. 1959; by R. F. Butts, *Harvard Educ. Review,* 28: 355–357, Fall 1958; by H. Sasser, *Lib. Educ.,* 45: 312–314, May 1959; and by M. L. Borrowman, *Teach. Coll. Record,* 60: 462–464, May 1959.

48. CARMICHAEL, OLIVER C. Higher Education: Some Problems and Prospects. In Middle States Association of Colleges and Secondary Schools, *Proceedings,* 1950, p. 73–78. (*Author:* President, Carnegie Foundation for Advancement of Teaching.)

"I believe that the crisis in the educational program of our time is in the college and the graduate school. . . . Any discussion of the fundamental issues of the present requires a look at the past. Their real nature can be understood only in terms of their historical backgrounds." Discusses rise and development of elective systems, general or liberal education, and the junior college.

49. CHAFFIN, NORA C. *Trinity College, 1839–1892: The Beginnings of Duke University.* Durham, N.C.: Duke University Press, 1950. xiv,584 p. (*Author:* Faculty member, Duke University.)

Bibliography, 23 pages.

50. CHESSMAN, G. WALLACE. *Denison: The Story of an Ohio College.* Granville, Ohio: Denison University, 1957. xiv,451 p.

51. CLAPP, MARGARET, *ed.* *The Modern University.* Ithaca, N.Y.: Cornell University Press, 1950. vii,115 p. (*Author:* President, Wellesley College, Mass.)

"This little book is an outgrowth of three papers read in Boston at the annual meetings in December 1949 of the American Historical Association." First 2 chapters deal with university education in Europe. Third, by G. W. Pierson, Professor of History, Yale University, "American Universities in the Nineteenth Century: The Formation Period" (p. 59–94), is historical and interpretative in nature. Final chapter by President Clapp, "Contemporary Universities: Some Problems and Trends." Review by O. Tead, *Jour. Higher Educ.*, 22: 111, Feb. 1951.

52. COLEMAN, HELEN TURNBULL WAITE. *Banners in the Wilderness: Early Years of Washington and Jefferson College.* Pittsburgh, Pa.: University of Pittsburgh Press, 1956. xvii,285 p.

Refers to Washington and Jefferson College, Pennsylvania. Bibliography, 149 titles.

53. COLSTON, JAMES ALLEN. *Higher Education in Georgia From 1932 to 1949 With Specific Reference to Higher Education for the Negro.* New York: New York University, 1950. 235 p. Abstract in *Micro. Abstracts*, 11: 44–45, No. 1, 1951.

Unpublished doctoral dissertation (Ph.D.). Primary purpose: "To study historically State financial support to institutions of higher education in Georgia." Makes 8 major recommendations for more adequate support of both White and Negro institutions.

54. CORNELIUS, ROBERT DOUGLAS. *The History of Randolph-Macon Woman's College From the Founding in 1891 Through the Year of 1949–1950.* Chapel Hill: University of North Carolina Press, 1951. xviii,428 p. (*Author:* Professor of English, Randolph-Macon Woman's College, Virginia.)

Reviews by D. A. Weaver, *Jour. Higher Educ.*, 24: 103–104, Feb. 1953; by N. C. Chaffin, *Jour. South Hist.*, 17: 569–570, Nov. 1951; and by V. Carstensen, *Sat. Review Lit.*, 34: 33–34; Sept. 8, 1951.

55. CORSON, LOUIS DAMARIN. *University Problems as Described in the Personal Correspondence Among D. C. Gilman, A. D. White, and C. W. Eliot.* Stanford, Calif.: Stanford University, 1951. Abstract in the Stanford University *Abstracts of Dissertations* . . . 1950–51, p. 372–373.

Unpublished doctoral dissertation (Ed.D.). "The analysis of the ideas of these three great 19th century leaders of American higher education has been made under seven topics: (1) the functions of higher education, (2) the institutional structuring of these functions, (3) academic government, (4) academic administration, (5) the curriculum, (6) staff personnel, and (7) student affairs."

56. COULTON, THOMAS EVANS. *A City College in Action: Struggle and Achievement at Brooklyn College, 1930–55.* New York: Harper & Bros., 1955. xix,233 p. (*Author:* Dean of Freshmen, Brooklyn College, N.Y.)

Reviews by T. N. Davis, *America*, 93: 334, June 1955; by W. G. Bowling, *Coll. & Univ.*, 31: 84–86, Oct. 1955; and by C. B. Hilberry, *Jour. Higher Educ.*, 27: 283–284, May 1956.

57. COVINGTON, JAMES W. *and* LAUB, C. HERBERT. *The Story of the University of Tampa: A Quarter of Century of Progress from 1930 to 1955.* Tampa, Fla.: University of Tampa Press, 1955. 144 p. (*Authors:* Faculty members, University of Tampa. Professor Laub died in 1953 and his incomplete manuscript was completed by Professor Covington.)

58. COWLEY, WILLIAM H. A Century of College Teaching. *Improv. Coll. & Univ. Teach.*, 1: 3–10, Nov. 1953. (*Author:* Professor of Higher Education, Stanford University.)

"This article compares the college teaching of a century ago with that of today on ten variables: the teacher, the student, that which is taught, the teaching process, the learning process, curricular structuring, the logistics of teaching, the social interest, examination methods, and appraising teaching performance."

59. ——— The Heritage and Purposes of Higher Education. *Improv. Coll. & Univ. Teach.*, 3: 27–31, May 1955. (*Author:* See No. 58.)

Shows various concepts and emphases on the purposes of higher education in their historical perspective.

60. Crummel, Robert A. The Development of Higher Education in the United States, 1900–1955. *Educ. Record*, 38: 320–328, Oct. 1957. (*Author:* Former staff member, American Council on Education.)

With 6 charts and 8 tables shows principal features of growth in enrollments in different types of institutions and in earned bachelor's, master's, and doctor's degrees granted.

61. Daley, John M. *Georgetown University: Origin and Early Years.* Washington: Georgetown University Press, 1957. xviii,324 p.

Bibliography, 217 titles.

62. Dunbar, Henry Frederick. *A Brief History of the College Physical Education Association.* New York: New York University, 1950. 231 p. Abstract in *Micro. Abstracts*, 10: 183–185, no.3, 1950.

Unpublished doctoral dissertation (Ph. D.). Traces history of the Association from origin in 1897, showing changes in name and function, from 1897 to 1950. Organization has membership of more than 500.

63. Earnest, Ernest. *Academic Procession: An Informal History of the American College, 1636–1953.* Indianapolis, Ind.: Bobbs-Merrill Co., 1953. 368 p.

"The purpose of this book is to examine the major forces which have operated in American higher education and to evaluate the colleges of each period on the pragmatic basis of the extent to which they educated men and women to live and to earn a living in the world of their times. . . . This book will be a story of some of the roads and of some of the blind alleys." Reviews by W. J. Codd, *America*, 90: 450, Jan. 30, 1954; by S. A. Nock, *Coll. & Univ.*, 30: 83–84, Oct. 1954; by W. P. Seats, *Educ.* 74: 390, Feb. 1954; and by F. H. Jackson, *Lib. Quart.*, 24: 405–406, Oct. 1954.

64. Eells, Walter Crosby. Earned Doctorates in American Institutions of Higher Education, 1861–1955. *Higher Educ.*, 12: 109–114, March 1956. (*Author:* Retired Professor of Education.)

Tabulates, by year and by sex, 131,049 doctoral degrees, and number of each conferred by 29 institutions awarding 1,000 or more doctorates each. Gives brief sketches of lives of first 3 men who earned doctorates at Yale University in 1861, and of first woman at Boston University in 1877. See also No. 2200.

65. ——— Is a Historical Directory of Higher Education Needed? *Coll. & Univ.*, 31: 328–335, Spring 1956. (*Author:* See No. 64.)

Shows need for a directory giving basic information on all existing institutions of higher education, most of which have borne two or more different names, and on the several thousand other institutions no longer in existence.

66. ——— *Baccalaureate Degrees Conferred by American Colleges in the 17th and 18th Centuries.* Washington: U.S. Department of Health, Education, and Welfare: Office of Education, 1958. (Circular No. 528.) v,71 p. (*Author:* See No. 64.)

Shows number of degrees conferred each year from 1642 to 1800 by each of the 19 colonial colleges, totaling 9,144. Presents data on different types of degrees, duplicate degrees, ages of graduates, survival of graduates, and other features. Reports dates of first commencements. Special consideration (19 pages) of controversial features at College of William and Mary.

67. Fuess, Claude M. *The College Board: Its First Fifty Years.* New York: Columbia University Press, 1950. vi,222 p. (*Author:* Headmaster Emeritus, Philips Academy, Andover, Mass.)

Discusses the founding of the College Entrance Examination Board, its early years, expansion of its activities, and its future program. Reviews by L. B. Ward, *Harvard Educ. Review*, 21: 265–267, No. 4, 1951; by M. J. White, *High School Jour.*, 34: 26, Jan. 1951; by A. E. Traxler, *Jour. App. Psych.*, 36: 430–431, Dec. 1952; by J. A. Pelch, *Jour. Educ.* (London), 83: 420–421, July 1951; by D. A. Eldridge, *Jour. Higher Educ.*, 23: 53, Jan. 1952; and by W. S. Lynch, *Sat. Rev. Lit.*, 34: 19+, Jan. 30, 1951.

68. Galpin, William Freeman. *Syracuse University: Vol. I. The Pioneer Days.* Syracuse, N.Y.: Syracuse University Press, 1952. xv,270 p. (*Author:* Professor of History, Syracuse University.)

Review by L. A. Cremin, *Teach. Coll. Record*, 54: 106–107, Nov. 1952.

69. Ganss, George E. *Saint Ignatius' Idea of a Jesuit University: A Study in the History of Jesuit Education.* Milwaukee, Wisc.: Marquette University Press, 1954. xx,368 p.

Studies 400 years of development of Jesuit education, now involving 37 institutions of higher education in the United States alone. Emphasizes the adaptability of Jesuit education—that methods and content have been adapted to varying circumstances of time, place, and persons. Bibliography, 143 titles. Review by M. J. Fitzsimons, *Jour. Higher Educ.*, 27: 50–51, Jan. 1956.

70. Gerhard, Dietrich. The Emergence of the Credit System in American Education Considered as a Problem of Social and Intellectual History. *AAUP Bull.*, 41: 647–668, Winter 1955. (*Author:* Professor of Modern History, Washington University, Mo.)

Presidential address before Historical Association of Greater St. Louis. A comprehensive treatment, stressing causes and personalities, especially influence of Charles W. Eliot and that of the Carnegie Foundation. Conclusion, in words of President Lowell of Harvard: "The real unit is the student. He is the only thing in education that is an end in itself."

71. Gingrich, Felix Wilbur *and* Barth, Eugene H. *A History of Albright College, 1856–1956.* Reading, Pa.: Albright College. 1956. 562 p.

72. Gleazer, Edmund J., Jr. Analysis of Junior College Growth. *Jun. Coll. Jour.*, 29:354–362, Feb. 1959. (*Author:* Executive Director, American Association of Junior Colleges.)

A historical study, chiefly statistical, concerning institutions and enrollments from 1900–1901 to 1957–1958. Also considers size, accreditation, and other features. Similar studies annually by previous executive secretaries, Walter Crosby Eells and Jesse P. Bogue, usually in February issues of *Jun. Coll. Jour.*

73. Gray, James. *The University of Minnesota, 1851–1951.* Minneapolis: University of Minnesota Press, 1951. xvii,609 p.

Reviews by M. Lind, *Coll. & Univ.*, 28: 431–434, April 1953; by J. L. Morrison, *Jour. Higher Educ.*, 23: 169–170, March 1952; and by V. Carstensen, *Sat. Review Lit.*, 34: 33–34, Sept. 8, 1951.

74. Guindon, Francis X. Needed Research in Medieval Education. *Cath. Educ. Review*, 49: 289–295, May 1951. (*Author:* Assistant Professor of Education, Boston College, Massachusetts.)

"There is need of extensive and intensive research in the field of medieval education. To substantiate this point of view, one need only examine in some detail the ordinary texts in the history of education wherein the educational contributions of eight centuries or more are digested into a few superficial paragraphs or, at best, into a brief chapter or two." Gives many concrete suggestions.

75. Havighurst, Walter. *The Miami Years: 1809–1959.* New York: Putnams, 1958. 254 p.

Refers to Miami University, Ohio.

76. Hofstadter, Richard *and* Hardy, C. De Witt. *The Development and Scope of Higher Education in the United States.* New York: Columbia University Press, 1952. vii,254 p. (*Authors:* (1) Professor of History, Columbia University; (2) Staff member, Commission on Financing Higher Education.)

Published for the Commission on Financing Higher Education. Foreword by John D. Millett, Executive Director of the Commission. Professor Hofstadter in 4 chapters considers: The Age of the College, The Age of the University, Graduate and Professional Education, and The Higher Learning in America. Mr. Hardy in 5 chapters considers: Higher Education in the Present Age, Professional Education, The Advancement of Knowledge, General and Liberal Education, and Higher Education the Highest Good.

77. Hopkins, James Franklin. *The University of Kentucky: Origins and Early Years.* Lexington: University of Kentucky Press, 1951. ix,305 p.

Reviews by J. W. Patton, *Jour. South. Hist.*, 18: [illegible]–386, Aug. 1952; by E. M. Coulter, *Miss. Val. Hist. Review*, 38: 555, Dec. 1951; by V. Carstensen, *Sat. Review Lit.*, 34: 33–34, Sept. 8, 1951; and by E. W. Knight, *So. Atlantic Quart.*, 51: 167–168, Jan. 1952.

78. Hunt, Rockwell Dennis. *History of the College of the Pacific, 1851–1951. Written in Commemoration of the One Hundredth Anniversary of Its Founding.* Stockton, Calif.: College of the Pacific, 1951. xv,226 p. (*Author:* Dean Emeritus, University of Southern California; graduate and former member of faculty of College of the Pacific.)

Review by P. W. Christian, *Pac. Hist. Review*, 20: 392–393, Nov. 1951.

79. Jennings, Walter Wilson. *Transylvania: Pioneer University of the West.* New York: Pageant Press, 1955. x,321 p.

Refers to Transylvania College (formerly Transylvania University), Kentucky. Bibliography, 218 titles. Review by W. B. Posey, *Jour. South. Hist.*, 22: 237–239, May 1956.

80. Jeschke, Reuben Peter. *Dream of the Pioneers: A Brief and Informal History of Sioux Falls College in Commemoration of Its Seventy-Fifth Anniversary.* Sioux Falls, S.D.: 1958. iv, 175 p.

81. Kieckhefer, Grace Norton. *The History of Milwaukee-Downer College, 1851–1951.* Milwaukee, Wisc.: Milwaukee-Downer College, 1951. 124 p.

82. Knight, Edgar Wallace *and* Hall, Clifton L. *Readings in American Educational History.* New York: Appleton-Century-Crofts, 1951. xxi,799 p. (*Authors:* (1) Professor of Educational History, University of North Carolina; (2) Associate Professor of Education, George Peabody College for Teachers, Tenn.)

A collection of documents of American educational history from Colonial times to 1950, many of them dealing with higher education. Reviews by C. D. Champlin, *Educ. Adm. & Sup.* 38: 125–126, Feb. 1958; by E. I. F. Williams, *Educ. Forum*, 16: 248, Jan. 1952; by J. Allen, *Jour. South. Hist.* 17: 570–571, Nov. 1951; by E. B. Wesley, *Miss. Val. Hist. Review*, 38: 552, Dec. 1951; and by R. B. Norris, *Soc. Educ.* 15: 395, Dec. 1951.

83. Knight, Edgar Wallace. *A Documentary History of Education in the South Before 1860.* In Five Volumes. 1949–1953. Vol. III. *The Rise of the State University.* Chapel Hill: University of North Carolina Press, 1952. viii,484 p. (*Author:* See No. 82.)

Contains charters and much other documentary material, arranged by decades. Also references to material on higher education in other volumes of the series. Reviews by W. Bean, *Amer. Hist. Review*, 58: 646, April 1953; by E. M. Coulter, *Jour. South. Hist.*, 19: 84–85, Feb. 1953; and by C. Eaton, *Miss. Val. Hist. Review*, 40: 365–366, Sept. 1953.

84. Kuhn, Madison. *Michigan State: The First Hundred Years, 1855–1955.* East Lansing: Michigan State University Press, 1955. xi,501 p.

85. Lanier, Raphael O'Hara. *The History of Higher Education for Negroes in Texas, 1930–1955, With Particular Reference to Texas Southern University.* New York: New York University, 1957. 331 p. Abstract in *Diss. Abstracts*, 18: 2045, June 1958.

Unpublished doctoral dissertation (Ed. D.). "This study presents a history of higher education for Negroes in Texas from 1865 to 1955 with focus on the period from 1930 on, and on two institutions, Prairie View College and Texas Southern University. It analyzes the influence of social and political forces and legal decisions."

86. Lee, Lurline Mahan. *The Origin, Development, and Present Status of Arkansas' Program of Higher Education for Negroes.* East Lansing: Michigan State University, 1955. 295 p. Abstract in *Diss. Abstracts*, 15: 1020, June 1955.

Unpublished doctoral dissertation (Ed. D.). Major conclusion: "Since the opening of the integrated program of the University [of Arkansas], the gap between the two races, in so far as educational indices are concerned, has begun to close." Makes several recommendations for improvement of conditions.

87. Lindsay, Julia Ira. *Tradition Looks Forward: The University of Vermont: A History, 1791–1904.* Burlington: University of Vermont, 1954. 286 p.

88. Lottick, Kenneth V. The Oldest University in the West. *Sch. & Soc.*, 73: 193–196, March 31, 1951. (*Author:* Faculty member, Willamette University, Ore.)

Considers the claims of various institutions to being the first one established West of the Mississippi River. Concludes that the distinction belongs to Willamette University, founded in 1842.

89. McBride, Don Wallace. *The Development of Higher Education in the Church of Jesus Christ of Latter-Day Saints.* East Lansing: Michigan State College, 1952. 524 p. Abstract in *Diss. Abstracts,* 12: 709–710, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Purpose: "(1) To trace the development of higher education in the Church of Jesus Christ of Latter-Day Saints, and (2) to compare educational practice in the Church with the philosophy and doctrines propounded by its leaders." Begins with University of the City of Nauvoo, Illinois, established in 1840.

90. McDonald, Ralph W. A Half-Century of American Higher Education —1900 to 1950. *Assoc. Amer. Coll. Bull.,* 40: 346–358, Oct. 1954. (*Author:* President, Bowling Green State University, Ohio.)

Gives data on development in many lines —personnel, curricular, and financial. "By 1950 our institutions of higher learning had more graduate students than the total college enrollment in 1900."

91. Marshall, David Coughlin. *A History of the Higher Education of Negroes in the State of Louisiana.* Baton Rouge: Louisiana State University, 1956. 223 p. Abstract in *Diss. Abstracts,* 17: 295–296, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Covers period of 91 years. "Since the second and third decades of the present century significant changes have taken place in the general pattern of Negro education in Louisiana. . . . Since the end of World War II, Negro institutions of higher education in Louisiana have manifested phenomenal growth and development. . . . The present phase in the history of Negro higher education in the State of Louisiana is one of radical transition. . . . Only the future will hold the full implications of the historic Supreme Court decision handed down on May 17, 1954."

92. Meigs, Cornelia Lynde. *What Makes a College? A History of Bryn Mawr.* New York: Macmillan Co., 1956. x,277 p. (*Author:* Professor Emeritus, Bryn Mawr College, Pa.)

Reviews by D. W. Hayes, *Coll. & Univ.,* 32: 365–367, no. 3, 1957; by W. P. Sears, *Educ.,* 76: 644, June 1956; by T. Woody, *Educ. Outlook,* 30: 139–140, May 1956; by H. Randall, *Jour. Higher Educ.,* 28: 53–54, Jan. 1957; and by E. G. Vining, *Sat. Review,* 39: 29, July 21, 1956.

93. Meredith, Cameron William. *An Account of Changes in the School of Education at the University of Michigan During the Period 1921–1949.* Ann Arbor: University of Michigan, 1951. 282 p. Abstract in *Micro. Abstracts,* 11: 302–304, No. 2, 1951.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study is to provide an account of selected changes in policies, organization, offerings, enrollment, and student personnel . . . during the period 1921–49. A brief account of events preceding the establishment of the School in 1921 is presented."

94. Meyer, Roy Francis. *A History of the Separate Two-Year Public and Private Junior Colleges of Minnesota, 1905–1955.* Minneapolis; University of Minnesota, 1956. 585 p. Abstract in *Diss. Abstracts,* 18: 2050, June 1958.

Unpublished doctoral dissertation (Ph. D.). Chiefly devoted to consideration of the 9 public junior colleges and reasons they have not grown more rapidly. Advocates establishment of new junior colleges in Minneapolis and St. Paul areas.

95. Nelson, Lawrence Emerson. *Redlands: Biography of a College. The First Fifty Years of the University of Redlands.* Redlands, Calif.: University of Redlands, 1958. viii,310 p.

96. Northcott, William Cecil. *A Pillar of Cloud: The Story of Hesston College, 1909–1959.* North Newton, Kan.: Mennonite Press, 1959. 260 p.

97. Norwood, John Nelson. *Fiat Lux: The Story of Alfred University, With Its Constituent and Affiliated Schools.* Alfred, N.Y.: Alfred University, 1957. vi, 287 p.

98. Olcutt, Ruth Hufford. *An Analysis of the Impact of Changing Times and an Expanding Nation Upon Five Selected Institutions of Higher Learning From 1869–1917.* Houston, Texas: University of Houston, 1954. 275 p. Abstract in *Diss. Abstracts,* 14: 1343–1344, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). "This study purports to show that trends toward an expanding curriculum in Harvard

University, University of Virginia, University of Michigan, University of Wisconsin, and Cornell University from 1869 to 1917 had their origin in scientific and intellectual investigation, in economic, social, and political events and movements, and in the minds of a relatively small number of foresighted educators."

99. Parks, Joseph H. *and* Weaver, Oliver C., Jr. *Birmingham-Southern College, 1856–1956*. Nashville, Tenn.: Parthenon Press, 1957. 224 p. (*Authors:* (1) Professor of History; (2) Professor of Philosophy; both of Birmingham-Southern College, Ala.)

Discusses in detail early history of Southern College (1856–1918), Birmingham College (1898–1918), and the combined institution since their merger in 1918. Review by D. A. Lockmiller, *Assoc. Amer. Coll. Bull.*, 43: 501–502, Oct. 1957.

100. Paterson, Samuel White. *Hunter College: Eighty Five Years of Service*. New York: Lantern Press, 1955. xx,263 p. (*Author:* Faculty member, Hunter College, N.Y.)

Reviews by C. B. Hilberry, *Jour. Higher Educ.*, 27: 283–284, May 1956; and by W. Rudy, *Teach. Coll. Record*, 57: 510–511, April 1956.

101. Pearce, Donald Crittenden. *The Development of the Junior Colleges in Virginia*. Nashville, Tenn.: George Peabody College for Teachers, 1957. 378 p. Abstract in *Diss. Abstracts*, 18: 485. Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "Covers a time span of just under 100 years —from 1853 to 1950. Twenty schools are included. Each school is handled individually on the basis of certain characteristics which differentiate the school as a type. . . . Factors on the broader scene which brought about change in the schools studied are included in each chapter. . . . In 1950 the junior college remained an integral, though not outstanding, part of the educational system of the State. The schools were small, exclusive, aristocratic."

102. Peck, Elisabeth Sinclair. *Berea's First Century, 1855–1955*. Lexington: University of Kentucky Press, 1955. xix,217 p. (*Author:* Faculty member, Berea College, Ky., for 41 years.)

Two chapters deal with the founders; others with interracial education, mountain folk and their education, changes in educational patterns, finance, and extension education. Reviews by T. Woody, *Jour. Higher Educ.*, 27: 49–50, Jan. 1956; and by E. A. Toppin, *Jour. Negro Educ.*, 25: 42–43, No. 1, 1956.

103. Philo, L. C. *The Historical Development and Present Status of the Educational Institutions of the Church of the Nazarene*. Norman: University of Oklahoma, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 725–726, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). A general survey of development and present conditions of 15 colleges and theological seminaries founded since 1899, 9 of which were in existence in 1958.

104. Pierson, George Wilson. *Yale: College and University, 1871–1937*. New Haven, Conn.: Yale University Press. Vol. I. *Yale College: An Educational History, 1871–1921*. 1952. xv,773 p. Vol. II. *Yale: The University College, 1921–1937*. 1955. xviii,740 p. (*Author:* Professor of History, Yale University.)

Published on occasion of Yale's 250th anniversary. A scholarly and comprehensive treatment. "Here begins a history of modern Yale. My hope is to describe the growth of the University from just after the end of the Civil War to the end of World War II. . . . I have made my main theme in beginning the *educational* development of Yale College. . . . This is also a study in university management."—Preface. Vol. I, bibliography, annotated, p. 552–577. Vol. II, bibliography, annotated, p. 545–546. Reviews of Vol. I by A. E. Morgan, *Jour. Educ.* (London), 84: 434, Sept. 1952; by M. Curti, *Jour. Higher Educ.*, 24: 50–51, Jan. 1953; and by R. L. Watson, Jr., *So. Atlantic Quart.* 52: 286–306, April 1953.

105. Power, Edward J. *A History of Catholic Higher Education in the United States*. Milwaukee, Wisc.: Bruce Publishing Co., 1958. xiii,383 p. (*Author:* Professor of Education, University of Detroit, Mich.)

"There is no satisfactory history of higher education in the United States. . . . The history of Catholic higher education in the United States has received even less attention than the history of other colleges. . . . No where in the literature has any attempt been made to present in one volume the history of Catholic education in the United States." Appendixes give valuable lists of colleges for men and for women. Lists 267 colleges for men, arranged by dates of foundation since 1786, only 82 of which are still in existence as 4-year colleges or universities. Bibliography, 301 titles. Reviews by F. Nevins, *Cath. Educ. Review,* 57: 62–64, Jan. 1959; by T. A. Garrett, *Coll. & Univ.,* 34: 219–222, Winter 1959; and by J. W. Donahue, *Relig. Educ.,* 54: 191–192, March 1959.

106. Range, Willard. *The Rise and Progress of Negro Colleges in Georgia, 1865–1949.* Athens: University of Georgia Press, 1951. x,254 p. (*Author:* Professor of Political Science, University of Georgia.)

A study under a Phelps-Stokes Fellowship, based on examination of source materials and visits to each of the 13 Negro colleges in the State. Bibliography, 128 titles. Review by R. L. Clark, *Jour. South. Hist.,* 18: 247–248, May 1952.

107. Ritchey, Charles J. *Drake University Through Seventy Five Years, 1881–1956.* Des Moines, Iowa: Drake University, 1956. 288 p. (*Author:* Professor of History, Drake University.)

Review by F. N. Brady, *Coll. & Univ.,* 32: 367–368, No. 3, 1957.

108. Robinson, Chester Hershey. *The Work of the Major Educational Associations Toward the Improvement of College Teaching.* Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University *Abstracts of Dissertations* . . . 1949–50, p. 28–32.

Unpublished doctoral dissertation (Ph. D.). Considers especially the work of the Association of American Colleges, North Central Association, Association of American Universities, and American Association of University Professors, and to a lesser extent other national organizations following World War I, and until decline of the movement following 1930. Considers especially the work of E. H. Wilkins, G. J. Laing, M. E. Haggerty, C. H. Judd, and F. Payne. Gives 6 reasons why the movement waned.

109. Rudolph, Frederick. *Mark Hopkins and the Log: Williams College, 1836–1872.* New Haven, Conn.: Yale University Press, 1956. ix,267 p.

Based on author's doctoral dissertation at Yale University. "This study has attempted to recapture not only the story of Hopkins and the Log, . . . it has attempted to get at its meaning as well." Reviews by W. Smith, *Jour. Higher Educ.,* 28: 229–230, April 1957; and by K. W. Bigelow, *Teach. Coll. Record,* 58: 236–237, Jan. 1957.

110. Rudy, S. Willis. The "Revolution" in American Higher Education, 1865–1900. *Harvard Educ. Review.* 21: 155–174, Summer 1951. (*Author:* Professor, Harvard Graduate School of Education.)

Discusses: The Ante-Bellum College, The Role of the Great American Fortunes, The Elective System, Improvement of Professional Training, Popularization of Learning, The Impact of the German University, and The Rise of the Graduate School. Bibliography, 46 titles.

111. Sack, Saul. *A History of Higher Education in Pennsylvania.* Philadelphia: University of Pennsylvania, 1959. 1,197 p. Abstract in *Diss. Abstracts,* 20: 196, July 1959.

Unpublished doctoral dissertation (Ph. D.). Organized in 28 chapters including ones on Presbyterian Institutions, German Sectarians, Methodist Colleges, Quaker Colleges, Episcopalian Influences, Baptist Institutions, Catholic Higher Education, University of Pennsylvania, Theological Education, Medical Education, Legal Education, Technical Education, Teacher Education, Higher Education of Women, The Junior College, and Graduate Education. "Some long forgotten colleges and a few which failed to draw a first breath were found."

112. Savage, Howard J. *Fruit of an Impulse: Forty Five Years of the Carnegie Foundation, 1905–1950.* New York: Harcourt Brace, 1953. viii,407 p. (*Author:* Secretary, Carnegie Foundation for the Advancement of Teaching.)

"'Never forget,' said Dr. George Hutcheson Denny when he heard that the present work was to be undertaken, 'that the Carnegie Foundation is an American institution. It could have come into being only in America.' The activating suggestion that the history of the Carnegie Foundation for the Advancement of Teaching should be written as a record of experience and possibly as a sort of guide book for one area of American philanthropy was broached by President Carmichael in the Spring of 1948." Review by R. B. Fosdick, *Jour. Higher Educ.,* 25: 49, Jan. 1954.

113. Schmidt, George Paul. *The Liberal Arts College: A Chapter in American Cultural History.* New Brunswick, N.J.: Rutgers University Press, 1957.

ix,310 p. (*Author:* Professor of History and Political Science, Douglass College, Rutgers University.)

"This book is the story of the liberal arts college. The first six chapters depict the age of the old-time college when that institution dominated the educational scene and dispensed the classical tradition from dignified halls of ivy on scores of campuses. . . . Today, in the twentieth century, the liberal arts college is trying to maintain its identity and to keep from being smothered by the multitude of professional schools and the dynamic university which surrounds it. This recent development is the theme of the later [six] chapters." Extensive "Review Essay" by Ordway Tead in *Jour. Higher Educ.*, 29: 167–170, 176, March 1958. Reviews by W. S. Howland, *Assoc. Amer. Coll. Bull.*, 44: 503–505, Oct. 1958; by G. Kennedy, *Harvard Educ. Review*, 28: 168–169, Spring 1958; by J. Hale, *High Points*, 40: 72–73, May 1958; and by F. H. Jackson, *Teach. Coll. Record*, 59: 431–432, April 1958.

114. Schoenhals, Lawrence Russell. *Higher Education in the Free Methodist Church in the United States, 1860–1954.* Seattle: University of Washington, 1955. 515 p. Abstract in *Diss. Abstracts*, 15: 1543–1544, Sept. 1955.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to 7 institutions now in existence and questionnaires to school officials and selected graduates.

115. Sebaly, Avis Leo. *Michigan State Normal Schools and Teachers Colleges in Transition, With Special Reference to Western Michigan College of Education.* Ann Arbor: University of Michigan, 1950. 494 p. Abstract in *Micro. Abstracts*, 10: 138–139, No.4, 1950.

Unpublished doctoral dissertation (Ph. D.). Studies development, with consideration of causes, of State normal schools into colleges of education. Emphasizes action of State Board of Education in 1934 making the first 2 years of teacher training general education, thus shifting professional education to third and fourth years.

116. Sellers, James B. *History of the University of Alabama. Vol. I. 1818–1902.* University: University of Alabama Press, 1953. xvii,649 p.

Review by T. Woody, *Jour. Higher Educ.*, 25, 282, May 1954.

117. Simpson, Thomas McN. History of the Association of Virginia Colleges. *In* Association of Virginia Colleges, *Proceedings*, 1953, p. 7–21. (*Author:* Former Dean, Randolph-Macon College, Va.)

Traces development and varied activities of the Association since its organization in 1915.

118. Smiley, Dean F. History of the Association of American Medical Colleges, 1876–1956. *Jour. Med. Educ.*, 32: 513–525, July 1957. (*Author:* Secretary, Association of American Medical Colleges.)

Outlines the development of the Association and states its major achievements. Bibliography, 26 titles.

119. Snavely, Guy E. *The Church and the Four-Year College: An Appraisal of Their Relation.* New York: Harper & Bros., 1955. viii,216 p. (*Author:* Executive Director Emeritus, Association of American Colleges.)

Chiefly historical dealing with development of many individual colleges. Separate chapters on Colonial, Baptist, Congregational, Disciples of Christ, Lutheran, Methodist, Presbyterian, and Roman Catholic Colleges; Other Church Colleges; Church Colleges That Became State Colleges; and Church Boards of Education. Reviews by S. A. Nock, *Coll. & Univ.*, 31: 240–241, No. 2, 1956; by N. S. F. Ferre, *Jour. Higher Educ.*, 27: 347–348, June 1956; and by L. W. Norris, *Relig. Educ.*, 51: 160, March 1956.

120. Speare, Edward Ray. *Interesting Happenings in Boston University's History, 1839–1951.* Boston: Boston University Press, 1957. viii,204 p. (*Author:* Treasurer, Boston University.)

121. Stallings, Charles William. *Some Aspects of the Evolution of Negro Colleges in America as Depicted by the Execution of a Mural.* University Park: Pennsylvania State University, 1954. 133 p. Abstract in the Pennsylvania State University *Abstracts of Doctoral Dissertation*, vol.17, 1954, p. 423–425.

Unpublished doctoral dissertation (Ed. D.). Discusses selection of episodes and techniques used for a mural 81 feet in length in the refectory of Morgan State College, Maryland.

122. Storr, Richard J. *The Beginnings of Graduate Education in America.* Chicago: University of Chicago Press,

1953. 195 p. (*Author:* Staff member, University of Chicago.)

Limited to the period before the Civil War. Among the subjects considered are German influences, expansion of learning, and early traditions of graduate education. Bibliography, 18 pages. Reviews by W. H. Cowley, *Jour. Higher Educ.*, 25: 104–105, Feb. 1954; and by W. O. L. Smith, *Univ. Quart*, 9: 90+, Nov. 1954.

123. UMBLE, JOHN SYLVANUS. *Goshen College, 1894–1954.* Goshen, Ind.: Goshen College Bookstore, 1955. xvi,284 p. (*Author:* Professor of English, Goshen College.)

Review by J. G. Howard, *Jour. Higher Educ.*, 27: 288, May 1956.

124. WADE, HOMER DALE. *Establishment of Texas Technological College, 1916–1923.* Lubbock, Texas: Texas Technological Press, 1956. vi,167 p.

125. WAITE, FREDERICK C. Manual Labor: An Experiment in American Colleges of the Early Nineteenth Century. *Assoc. Amer. Coll. Bull.*, 36: 391–400, Oct. 1950. (*Author:* Professor Emeritus, Rush Medical College, Ill.)

Reports origin, development, difficulties, and decline of required manual labor, primarily as a matter of health. "The manual labor system in colleges in its original form disappeared a hundred years ago. Many educators of today have no knowledge of its existence. This sketch of a system that arose, flourished for a brief period, and finally was acknowledged as a complete failure may carry some hints for educational experimenters today."

126. WARE, CHARLES CROSSFIELD. *A History of Atlantic Christian College: Culture in Coastal Carolina.* Wilson, N.C.: Atlantic Christian College, 1956. 248 p.

127. WATSON, ELMO SCOTT. *The Illinois Wesleyan Story: 1850–1950.* Bloomington: Indiana University Press, 1950. xix,276 p.

Review by E. W. Lyon, *Sat. Review Lit.* 33: 14–15, Sept. 9, 1950.

128. WERT, ROBERT JOSEPH. *The Impact of Three Nineteenth-Century Reorganizations Upon Harvard University.* Stanford, Calif.: Stanford University, 1952. Abstract in the Stanford University *Abstracts of Dissertations . . .* 1951–52, p. 51–52.

Unpublished doctoral dissertation (Ph. D.). Considers reorganizations of 1825, 1870, and 1890. "The reorganization of 1890 laid the structural foundation for twentieth-century Harvard and for every other major university in the United States. . . . During these three reorganizations nearly every facet of American higher education was discussed."

129. WHITE, MARION CHURCHILL. *History of Barnard College.* New York: Columbia University Press, 1954. x,222 p.

Review by L. J. Long, *Jour. Higher Educ.*, 26: 52, Jan. 1935.

130. WILLIAMS, EDWARD IRWIN FRANKLIN. *Heidelberg: Democratic Christian College, 1850–1950.* Menasha, Wisc.: George Banta Publishing Co., 1952. xl, 321 p. (*Author:* Professor of Education, Heidelberg College, Ohio.)

131. WILSON, LOUIS ROUND. *The University of North Carolina, 1900–1930: The Making of a Modern University.* Chapel Hill: University of North Carolina Press, 1957. xxi,633 p.

Reviews by W. F. English, *Coll. & Univ.*, 33: 218–220, Winter 1958; by J. C. Kiger, *Jour. Higher Educ.*, 28: 465–466, Nov. 1957; and by R. K. Seckinger, *Teach. Coll. Record*, 60: 112–113, Nov. 1958.

132. WOODWARD, CARL RAYMOND. The Evolving Mission of the State University. In National Association of State Universities, *Transactions* 1956, p. 18–41. (*Author:* President, University of Rhode Island.)

Discusses influence of the colonial colleges, Northwest Territory Ordinance of 1787, the Seminary Grants, influence of the University of Wisconsin, Morrill Land-Grant Act, and significance of mottoes. Gives mottoes of all State universities which have them. Presents four aims peculiar to the State university.

133. YANAGIHARA, HIKARU. *Some Educational Attitudes of the Protestant Episcopal Church in America: A Historical Study of the Attitudes of the Church and Churchmen Toward the Founding and Maintaining of Colleges*

and Schools Under Their Influence Before 1900. New York: Columbia University, 1958. 617 p. Abstract in *Diss. Abstracts*, 19: 268, Aug. 1958.

Unpublished doctoral dissertation (Ph. D.). Studies three basic patterns of organization at five periods, from the colonial period to close of 19th century.

See also Nos. 4, 21, 22, 134, 136, 140, 146, 170, 175, 208, 272, 282, 306, 309, 316, 319, 322, 334, 347, 373, 380, 383, 404, 413, 432, 451, 456, 457, 458, 460, 488, 505, 515, 526, 527, 528, 537, 542, 543, 555, 562, 585, 592, 594, 617, 626, 628, 632, 633, 634, 635, 636, 679, 698, 708, 709, 710, 711, 740, 781, 782, 785, 830, 855, 864, 881, 899, 932, 1028, 1344, 1469, 1517, 1555, 1574, 1602, 1655, 1669, 1670, 1689, 1701, 1703, 1843, 1885, 1897, 1916, 1923, 1948, 2060, 2117, 2166, 2178, 2181, 2182, 2192, 2200, 2201, 2203, 2211, 2217, 2222, 2229, 2230, 2254, 2277, 2283, 2284, 2316, 2357, 2364, 2461, 2501, 2541, 2600, 2654, 2677.

3. ACCREDITATION

For other references, see *Proceedings* of the various regional accrediting associations, especially the Commission on Colleges and Universities of the North Central Association published in *North Central Association Quarterly.*

134. Blauch, Lloyd E., *ed. Accreditation in Higher Education.* Washington: Government Printing Office, 1959. viii,247 p. (*Author:* With U.S. Office of Education.)

"In an effort to gather the widely scattered available information, to deal with the newer trends and developments in accreditation, and to satisfy the urgent need for a modern reference source on accreditation, this new book has been prepared. . . . The plan of the book is to deal first with the meaning and evolution of accreditation in higher education, then with accreditation by State and regional agencies, and lastly with the accreditation of education for the professions." Part I, by 3 authors, gives very valuable historical information. Part II, by 7 authors, treats accreditation by the 6 regional associations, and by the States. Part III, by 28 authors, treats accreditation in 28 professional fields. Appendixes give in tabular form chief features of accreditation policies and procedures of the various accrediting agencies. Each chapter includes brief list of selected references.

135. Bowles, Frank H. New Policies in Regional Accrediting. In Northwest Association of Secondary and Higher Schools, *Proceedings* 1950, p. 61–67. (*Author:* Director, College Entrance Examination Board.)

Answers seven basic questions regarding future of college accreditation. Describes accreditation activities of Middle States Association.

136. ——— Causes and Effects in Accreditation. *In* Southern University Conference, *Proceedings*, 1954, p. 20–32. (*Author:* See No. 135.)

Traces development of college accreditation from influence of Carnegie Foundation and Association of American Universities to intensive efforts by regional accrediting associations with their emphasis on self-evaluation for improvement. Discusses special problems facing accrediting agencies.

137. ——— The Place of the Regional Association in the Future Educational Scene. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1957, p. 24–36. (*Author:* President, College Entrance Examination Board.)

Urges that the Association place less stress on accreditation and more on accepting "a role in both the planning and the coordination of the development of education within the area it serves." Followed by five-page discussion by Otto F. Kraushaar, President, Goucher College, Md.

138. Brumbaugh, Aaron J. The Accrediting Agencies Face Their Common Problems. *Educ. Record*, 31: 59–92, Jan. 1950. (*Author:* Vice-President, American Council on Education.)

Report of Conference on Accreditation at Washington, Nov. 15–16, 1949, with special consideration of accreditation in professional fields—nursing, social work, medical, pharmaceutical, journalism, home economics, and teacher education.

139. Burns, Norman. Accrediting Enters a New Phase. *North Cent. Assoc. Quart.*, 27: 293–296, Jan. 1953. *Author:* Secretary, Commission on Colleges and Universities, North Central Association.)

Summarizes four major criticisms of accreditation. "After many months of study, the Commission has reached the conclusion that the solution to these problems lies in the gradual assumption by regional accrediting agencies of the responsibility for all accreditation."

140. ——— Some Thoughts on the Theory and Practice of Accrediting. *North Cent. Assoc. Quart.*, 28: 205–214, Oct. 1953. (*Author:* See No. 139.)

A historical summary and "guide lines" for 3 groups—Committee on Planning, Committee on Reorganization of Accrediting Procedures, and Committee on Professional Accrediting Problems.

141. **Chaffee, Eugene B.** Post-Secondary Specialized Educational Institutions. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1957, p. 74–78. (*Author:* President, Boise Junior College, Idaho.)

Summary of panel discussion involving possible accreditation of schools of music and fine arts, business institutes, schools of religion, and technical institutes.

142. **Deferrari, Roy Joseph**, *ed.* *Self-Evaluation and Accreditation in Higher Education.* Washington: Catholic University of America Press, 1959. xi,362 p. (*Author:* Secretary-General, Catholic University of America, Washington, D.C.)

Proceedings of summer Workshop on Administration in Higher Education in Relation to Self-Evaluation and Accreditation, 1958. Includes 22 chapters by various authors covering relationship of the administration to basic institutional documents, to the trustees, to the faculty, to the alumni, to the registrar, to academic affairs, to the student body, to finance, to appointment of president and deans, and philosophy and procedure of accreditation of various national, regional, and State organizations. Contains numerous topical bibliographies.

143. **Dougherty, Nathan W.** Accrediting of Engineering Curricula. *Jour. Eng. Educ.*, 44: 290–293, Jan. 1954. (*Author:* Dean of Engineering, University of Tennessee.)

Reviews 20 years of progress in accreditation of engineering curricula. Discusses philosophy of accrediting, criteria involved, who is inspected, and cooperative inspections.

144. **Fitzgerald, Rufus H.** Problems of Accreditation in Colleges and Universities. In Western College Association, *Proceedings*, 1952–53, p. 38–46. (*Author:* Chancellor, University of Pittsburgh, Pa.)

Gives brief background and some general principles of accreditation, followed by detailed report of experience of University of Pittsburgh "in a recent over-all accreditation." Conclusion: "I believe that we all realize that accreditation in some form is helpful and is here to stay. Our major problem is how can it be used as a constructive means of raising the standards of our institutions without destroying their freedom?"

145. **Goldthorpe, J. Harold.** Office of Education Relationships to Educational Accreditation. *Higher Educ.*, 11: 51–54, Dec. 1954. (*Author:* With U.S. Office of Education.)

"In all the activities of the Office of Education in relation to accreditation, the Office is in no way an accrediting agency; it does not accredit educational institutions." Describes the advisory and informational activities of the Office, its recent responsibility for designating nationally recognized accrediting agencies, and reports a recent conference on accrediting with statement of 13 resultant suggestions and recommendations.

146. **Goodwin, Louis Charles.** *A Historical Study of Accreditation in Negro Public and Private Colleges, 1927–1952—With Special Reference to Colleges in the Southern Association.* New York: New York University, 1956. 328 p. Abstract in *Diss. Abstracts*, 17: 541–542, March 1957.

Unpublished doctoral dissertation (Ph. D.). Compares accreditation procedures in two regional associations. Recommends that the Southern Association should revise some of its policies and methods and "should grant full membership to Negro colleges to which it grants unconditional approval."

147. **Gustavson, Reuben G.** The National Commission on Accrediting. In Southern University Conference, *Proceedings*, 1952. p. 26–40. (*Author:* Chancellor, University of Nebraska; Chairman of the Commission.)

Discusses the occasion for organization of the National Commission on Accrediting and some of the problems it met in its efforts to coordinate and unify accreditation procedures. Reports especially regarding American Chemical Society, describing various experiences, amusing and otherwise, with it.

148. Hawk, *Rev.* Herman J. The Levels of Evaluation. In Western College Association *Proceedings*, Spring Meeting, 1956, p. 13–18. (*Author:* President, University of Santa Clara, Calif.)

Considers seven levels of evaluation—legal, popular, recipient, professional, accreditational, historical, and divine.

149. Hazen, Harold L. The ECPD Accreditation Program. *Jour. Eng. Educ.*, 45: 101–111, Oct. 1954. (*Author:* Dean, Graduate School, Massachusetts Institute of Technology.)

Describes present organization and operation of Engineers Council for Professional Development, including confidential documents, quantitative criteria of acceptability, what is meant by good faculty, administrative organization, broad horizon and scientific depth, and problems implicit in the accreditation procedure.

150. ——— Relations With Regional Accrediting Associations. *Jour. Eng. Educ.*, 45: 209–213, Nov. 1954. (*Author:* See No. 149.)

Discusses differences in function of the Middle States Association and the Engineers Council for Professional Development, the broader foundation of expert appraisal, and some of the larger issues involved.

151. Hill, Alfred T. What is a Non-Accredited College? *Educ. Record*, 38: 348–354, Oct. 1957. (*Author:* Executive Secretary, Council for the Advancement of Small Colleges.)

A description of the colleges composing the Council, their nature, the potential they represent, and the purposes and policies of the organization they have created to help themselves along the road to progress and ultimate accreditation.

152. ——— Small Colleges Win Accreditation. *Sch. & Soc.*, 87: 117–119, March 14, 1959. (*Author:* See No. 151.)

Compares seven newly accredited small colleges with seven nonaccredited ones on 10 features, discussing two of these features especially—academic quality and financial strength. Concludes that "the nonaccredited college should be very much encouraged. . . . They stand a good chance of success too."

153. Johnson, B. Lamar. An Appraisal of Junior College Accreditation in California. *Jun. Coll. Jour.*, 29: 15–23, Sept. 1958. (*Author:* Professor of Higher Education, University of California, Los Angeles.)

Reports judgments of 197 members of accreditation teams and administrators of institutions examined regarding values of accreditation, undesirable effects, and methods of improving the process.

154. ——— Accreditation Teams Look at California Junior Colleges. *Jun. Coll. Jour.*, 29: 63–73, Oct. 1958; and 29: 156–163, Nov. 1958. (*Author:* See No. 153.)

First article gives summary of reports of accreditation teams which visited 50 California junior colleges from 1953 to 1957. In nine tables, reports major findings regarding aims, curricula, and instruction. Second article similarly, in five tables, reports major findings regarding student personnel services, administration, plant, and facilities.

155. Kinney, Lucien B. Designing Accreditation. *Jour. Higher Educ.*, 26: 25–30, 57–58, Jan. 1955. (*Author:* Professor of Education, Stanford University.)

Reports a new set of criteria and plan of procedure for accreditation of teacher education in California.

156. Love, Malcolm A. Accreditation and the Liberal Arts. In Western College Association, *Proceedings*, Spring meeting, 1957, p. 13–18. (*Author:* President, San Diego State College, California.)

"In the task of accreditation we are confronted with a number of truly complex problems—none the least of which is the assessment of the proper balance between liberal and specialized education." Reviews the accreditation principles and practices of the Western College Association and discusses its future activities.

157. Morris, Alvin E. *A Critical Analysis of Types of Quantitative Data Requested by the Professional Teacher Education Accrediting Agency and the Six Regional Accrediting Agencies.* Detroit, Mich.: Wayne State University, 1959. 106 p. Abstract in *Diss. Abstracts*, 19: 3236–3237, June 1959.

Unpublished doctoral dissertation (Ed. D.). Conclusions: "There is need for securing from institutions more complete and accurate compilations of general and teacher educational quantitative data than are now available, . . . for greater use and development of standardized educational terminology, uniform compilational procedures, and a common core of quantitative data."

158. Mosher, Raymond M. A Plan for Comprehensive Evaluations. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1952, p. 58–62. (*Author:* Faculty member, San Jose State College, California.)

With use of three diagrams, gives recommended organization for overall institutional evaluation for new member institutions and for institutional reevaluation.

159. Nevins, John F. *A Study of the Organization and Operation of Voluntary Accreditation Agencies.* Washington: Catholic University of America Press, 1959. (Catholic University of America, Research Monographs, Vol. 22, No. 3.) xvi,403 p.

Doctoral dissertation (Ph. D.). "The real nature, structure, and modus agendi of regional accrediting associations are not clearly and fully presented in the literature of American education. . . . It will be the general purpose of this study to examine these organizations and their influences, good or bad, on education in these United States." Separate chapters devoted to organization and historical development of each of the six regional associations with further chapters on their structure and membership, evaluation procedures, policies, authority and sanctions, and relations to State and professional agencies. Bibliography, 508 titles. Review by W. K. Selden, *Catholic Educ. Review*, 57: 415–17, Sept. 1959.

160. Newburn, Harry K. Extension of the Accrediting Functions of Regional Associations. *Assoc. Amer. Coll. Bull.*, 37: 472–482, Dec. 1951. (*Author:* President, University of Oregon.)

Considers the factors leading to organization of National Commission on Accrediting. "If accreditation is to serve the best interests of society, it must so operate as to preserve the freedom of the colleges and universities to experiment in their procedures and curricula, with primary emphasis on institutional uniqueness rather than upon institutional standardization."

161. Nyquist, Ewald B. National and Regional Developments in Cooperative Evaluation and Accrediting Activities. *Jour. Eng. Educ.*, 44: 533–538, May 1954. (*Author:* Chairman, Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools.)

A summary of the current status and activities of the National Commission on Accreditation, the present status and activities of the Middle States Association, and its collaborative relationships with the Engineers Council for Professional Development.

162. ——— What Shall Be the Commission's Policy for Re-Evaluation of Member Institutions in the Next Cycle? In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1954, p. 29–64. (*Author:* See No. 161.)

States 12 principles controlling the work of the Commission and 7 developments of its work. A 9-page statement, followed by 25-page discussion of many phases of accreditation by panel members and others.

163. ——— The Effective Evaluator. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1956, p. 73–90. (*Author:* See No. 161.)

A verbatim report of workshop discussion of various aspects of evaluation procedures used by the Middle States Association.

164. ——— Policy Considerations of the Commission on Institutions of Higher Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1957, p. 80–93. (*Author:* See No. 161.)

Reviews accreditation policies and methods followed, especially from 1946 to 1954, and proposes six policies to guide future activities. These were later approved by the Association.

165. ——— Report of the Commission on Institutions of Higher Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1958, p. 26–31. (*Author:* See No. 161.)

Contains important revised statement, "The Meaning and Use of Accreditation." Reports that 35 percent of the presidents of institutions in the Association have held office 10 years or more.

166. Pattillo, Manning M. Accrediting in the Public Interest. *Educ. Record*, 36: 120–128, April 1955. (*Author:* Assistant Professor of Education, University of Chicago.)

Reviews general developments in field of accreditation of colleges and universities. Outlines three procedures which "would go a long way toward clarifying the public and professional confusion about accrediting . . . [and] would strengthen the role of accrediting in the public interest."

167. ——— A General Accrediting Agency. *Jour. Higher Educ.*, 27: 141–146, 173, March 1956. (*Author:* Associate Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools.)

Gives a detailed description of the activities and methods of accreditation followed by the North Central Association.

168. Pearson, Jay F. W. Business Officers and Higher Education. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 81–89. (*Author:* Vice President, University of Miami, Florida.)

"You who are financial managers, auditors, record keepers, analysts and advisers to college presidents, and their chief administrators, play a very important part in determining the accreditation of our Southern institutions of higher learning. . . . I would like to emphasize the fact that a high percentage of the 21 standards which constitute the measure of quality, the academic yardstick of Southern education, are intimately concerned with the financial resources of our Southern institutions of higher learning." Urges greater participation on part of the membership of the Association in the determination of accreditation standards.

169. Pfnister, Allan O. A Regional Accrediting Agency Experiments in the Training of Consultants for Higher Educational Institutions. *Educ. Record*, 40: 62–68, Jan. 1959. (*Author:* Director of Research, United Lutheran Church; formerly Assistant Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools.)

Reports results of "first year of a field program for the training of college consultants" by the North Central Association. Names 15 men who received the training, describes methods used, and evaluates results.

170. Pinkham, Fred O. The State University and the National Commission on Accrediting. In National Association of State Universities, *Proceedings*, 1954, p. 35–46. (*Author:* Executive Secretary, National Commission on Accrediting.)

Reviews history of college and university accreditation since 1924 and opposition of National Association of State Universities to some of the abuses evident in the earlier period. Describes organization and recent achievements of the Commission.

171. Pullias, Earl V. Some Special Responsibilities of Accrediting Agencies. *Educ. Record*, 39: 340–347, Oct. 1958. (*Author:* Professor of Higher Education, University of Southern California.)

"The purpose of this paper is to point out the significance it has for the public and to suggest some very practical safeguards that may be of value to accreditation teams and commissions." States five basic principles. Discusses especially significance of intellectual freedom, boards of trustees, charters and by-laws, financial integrity, public representation, student participation and morale, and participation of faculty in educational processes.

172. Selden, William K. Accrediting—What Is It? *AAUP Bull.*, 42: 629–635, Dec. 1956. (*Author:* Executive Secretary, National Commission on Accrediting; formerly President, Illinois College.)

Discusses eight questions: What is accrediting? What are regional accrediting agencies? What criteria and procedures do regional accrediting associations generally employ? What are professional accrediting agencies? What is the National Commission on Accrediting? How do the regional and professional accrediting agencies cooperate? What are the social implications of accrediting? What is the place of a faculty in accrediting?

173. ——— The National Commission on Accrediting: Its Next Mission. *Educ. Record*, 38: 152–156, April 1957. (*Author:* See No. 172.)

Reviews past criticisms, discusses the accomplishments of the National Commission, and presents several unsolved problems.

174. ——— What Is an Accredited College? *NEA Jour.* 47: 43–44, Jan. 1958. Condensed in *Educ. Digest*, 23: 39–41, March 1958. (*Author:* See No. 172.)

Shows value of accreditation for high school students contemplating choice of a college. Discusses social implications of accreditation. States that over 85 percent of the institutions of the country granting a bachelor's degree have regional accreditation.

175. ——— The Three Basic Problems of Accrediting. *Sch. & Soc.*, 87: 308–310, June 20, 1959. (*Author:* See No. 172.)

"In the area of college and university accrediting there are at present three basic problems. The first is a widespread lack of knowledge and understanding of this educational phenomenon. . . . The second problem in accrediting is that of jurisdiction. . . . The third, and currently most important problem . . . a cooperative attempt at the improving of all accrediting." Announces the publication, in Fall of 1959, of volume by himself, *Accreditation—A Struggle Over Standards in Higher Education,* published by Harper & Bros., which "will present accrediting from an historical and social perspective and will include a comprehensive bibliography."

176. SMILEY, E. KENNETH; MARVIN, CLOYD H.; *and* BOWLES, FRANK H. Higher Education Evaluates Accreditation. In Middle States Association of Colleges and Secondary Schools *Proceedings*, 1950, p. 24–39. (*Authors:* (1) Vice President, Lehigh University, Pennsylvania; (2) President, George Washington University, Washington, D.C.; (3) Director, College Entrance Examination Board.)

Three addresses at annual meeting of the Association. President Marvin states 9 arguments in support of accreditation agencies and 17 arguments against them. Mr. Bowles asks and answers seven questions of policy and administration with reference to them.

177. TURBEVILLE, GUS. How We Got Accredited. *Assoc. Amer. Coll. Bull.*, 43: 428–434, Oct. 1957. (*Author:* President, Northland College, Wisconsin.)

Detailed report of the many steps taken by Northland College in its struggle to secure accreditation by the North Central Association, and discussion of value of such accreditation to the College.

178. WEBSTER, BAYARD. The Fall and Rise of the University of Maryland. *Harpers*, 213: 64–68, Oct. 1956.

Discusses reasons for refusal of accreditation of the University by Middle States Association and its reaccreditation in 1955 resulting from improvements introduced under administration of Pres. Wilson H. Elkins. Concludes that fine buildings do not make a university and that football success has little to do with education.

179. WILKER, ARTHUR V. Some Questions for Small Colleges. *Coll. & Univ. Bus.*, 22: 19–21, Jan. 1957. (*Author:* Trustee, Union Carbide Educational Fund.)

"I have almost come to the conclusion that accreditation and the methods of carrying out accreditation have about passed the limit of their usefulness." Gives several concrete examples and discusses their significance.

180. WILKINS, THERESA BIRCH. *Accredited Higher Institutions, 1956.* Washington: Government Printing Office, 1956. (U.S. Office of Education Bulletin 1957, No. 1.) xxxviii,109 p. (*Author:* With U.S. Office of Education.)

Gives lists of all institutions "accredited by nationally recognized regional and professional accrediting agencies responsible for accreditation within the various States." Date of initial accreditation given for each institution. Also brief information on institutions having State accreditation only. Arranged by States, with comprehensive index of all institutions concerned. Tenth in series of such directories, published at approximate 4-year intervals.

181. ZOOK, GEORGE FREDERICK. *The Evaluation of Higher Institutions.* Chicago: University of Chicago Press, 1935–37, 7 vols. (*Author:* President, University of Akron, Ohio; Chairman, Committee on Revision of Standards, North Central Association of Colleges and Secondary Schools.)

A series of monographs, of various authorship, based on investigations conducted for the Committee. A basic work which introduced new concepts of institutional accreditation. Vol. I. *Principles of Accrediting Higher Institutions,* by George F. Zook and Melvin E. Haggerty, University of Minnesota. Vol. II. *The Faculty,* by Melvin E. Haggerty, xxi,217 p. Vol. III. *The Educational Program,* by Melvin E. Haggerty, xxix,335 p. Vol. IV. *The Library,* by Douglas Waples, University of Chicago, xvii,86 p. *Student Personnel Services,* by Donald H. Gardner, University of Akron, Ohio, xx,235 p. Vol. VI, *Administration,* by John Dale Russell, University of Chicago, and Floyd W. Reeves, University of Chicago, xx,285 p. Vol. VII. *Finance,* by John Dale Russell and Floyd W. Reeves, xvii,133 p.

See also Nos. 4, 21, 34, 195, 214, 249, 256, 259, 272, 283, 392, 526, 542, 545, 552, 740, 744, 909, 964, 1161, 2217, 2352, 2483.

4. SURVEYS: STATE AND NATIONAL

Classification by States

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Wisconsin, 192, 247

182. ANDERSON, PAUL R., *and others. Higher Education in the Commonwealth: Report of the Governor's Commission on Higher Education.* Harrisburg, Pa.: The Commission, Feb. 1957. 55 p. + unpaged appendix of 20 tables. (*Author:* President, Chatham College, Pennsylvania.)

"The Commission has addressed itself during the past fifteen months to the basic question of whether and how the Commonwealth should provide opportunities for education beyond the high school for its increasing thousands of college age men and women." Predicts possible college enrollments of 178,000 to 308,000 in 1970 as compared with 114,000 in 1955. Considers "six basic areas: (1) identifying those who should go to college, (2) enabling the best students to secure a college education, (3) maintaining the quality of higher education in a time of expansion, (4) recognizing fields of special need in higher education, (5) planning for an increase of available institutions, (6) administering higher education in the Commonwealth." Under (5) considers especially junior colleges and technical institutes. Under (6) recommends establishment of a permanent, independent Commission on Higher Education. "In the judgment of the members of this Commission, the establishment of such an agency is the most important single action that could be taken to further the interests of higher education in the Commonwealth."

183. ARNOLD, MARSHALL. *A Study of the Organization and Control of State Supported Higher Education as Reported in Selected Surveys.* Columbia: University of Missouri, 1956. 392 p. Abstract in *Diss. Abstracts,* 16: 2070–2071, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Concerned with changes between 1933 and 1956 as recommended by 53 selected State surveys. Covers many aspects of organization and composition of boards of control and use of State coordinating boards.

184. ATKINS, CARTER W. *Higher Education in Connecticut—Whose Responsibility?* Hartford: Connecticut Public Expenditure Council, Inc., 1956. vi,23 p. (*Author:* Executive Director of the Council.)

A survey by the staff of the Council. "This study has as its principal objective the development of material essential to the determination of the State's responsibility for providing post-secondary education for the citizens of Connecticut. . . . Three basic questions emerge to which all others are subordinate. They are: Who should go to college? Who should provide higher education? Who should pay for higher education? In the following pages, these questions are discussed."

185. BREWTON, JOHN E. *Higher Education in Mississippi.* Jackson, Miss.: Institutions of Higher Learning, 1954. xii,369 p. (*Author:* Head, English Department, George Peabody College for Teachers, Nashville, Tenn.; Director of the Survey.)

"The various sections of the report constitute a thorough analysis of problems of public higher education in Mississippi. The recommendations represent the best judgment of a competent group of unbiased, experienced professional specialists. The staff and advisory committee believes that the report is a practical workable guide to the planning of a long-range program of public higher education in Mississippi." Chapters cover organization and administration, teacher education, graduate and professional education, higher education for Negroes, health services, extension services, library services, physical facilities, finance and business management, public relations, and alumni relations. Predicts more than 4-fold increase in college enrollment in the State between 1950 and 1975.

186. ——— *Public Higher Education in West Virginia.* Charleston, W. Va.: Joint Committee on Government and Finance, 1956. xii,209 p. Also *Public Higher Education in West Virginia: A Digest of the Survey Report.* vi,39 p. Summary by author in *Higher Educ.*, 12: 141–144, May 1956. (*Author:* See No. 185.)

Chiefly concerned with State and local problems of organization and administration. Full discussion of financing of public institutions, including tuition, expenditures, unit costs, salaries, retirement, and faculty load. Chapter on current problems considers racial integration, faculty problems, plant needs, and terminal programs.

187. Brumbaugh, Aaron J. *and* Blee, Myron R. *Higher Education and Florida's Future.* Gainesville: University of Florida Press, 1956. 5 vols., first 2 printed, last 3 mimeographed. Summary by A. J. Brumbaugh, *Higher Educ.*, 13: 79–81, Jan. 1957. (*Authors:* (1) Associate Director for University Studies, Southern Regional Education Board; (2) Member, Florida State Board of Control for Higher Education.)

Vol. I. *Recommendations and General Staff Report,* xv,87 p. Consists of 6 chapters and 4 appendices. Vol. II. *The Florida Economy: Past Trends and Prospects for 1970.* Vol. III. *Facts and Figures on Florida Higher Education at Mid-Century.* Vol. IV. *The Government, Management, and Finance of Higher Education in Florida.* (Includes legal foundation, business management, and costs.) Vol. V. *Professional and Specialized Programs.* (Includes engineering, extension, graduate, law, marine science, music, nursing, pharmacy, and student personnel.)

188. Burns, Norman. *State-Controlled Higher Education in Arkansas.* Little Rock, Ark.: State Department of Education, 1951. 190 p. (*Author:* Secretary, Commission on Colleges and Universities, North Central Association of Colleges and Universities; Director of the Survey.)

In 2 parts. I. Report of the Arkansas Commission on Higher Education to the Governor and General Assembly. II. Report of the Survey Submitted to the Arkansas Commission on Higher Education. Survey deals extensively with many aspects of higher education in the State. Report of the Commission contains recommendations for control and financing of higher education.

189. Chandler, Harley W. *and* Brumbaugh, Aaron J. *Higher Education in Louisiana: A Study for the Louisiana Commission on Higher Education.* Baton Rouge, La.: 1956. 5 vols. and summary vol. (*Authors:* (1) Resident Director of Educational Studies; (2) Coordinator of the Study.)

"The objectives of this study of higher education, as established originally, have been attained. Analysis of all higher education in Louisiana has been made, with emphasis on the State-supported institutions. . . . Needs for State-supported higher education through 1970 have been determined. . . . Prospective necessary outlays for educational and general expenditures, and for additions to physical plants, have been determined. Means for financing State-supported higher education, while maintaining high-quality instruction and discharging the State's full responsibilities to its peoples, have been identified." Vol. I. *Demands and Resources for Higher Education in Louisiana, 1956 to 1970.* 8 chapters, each separately paged. Includes enrollment, costs, sources of funds. Vol. II. *A Long Range Plan for Higher Education in Louisiana.* 8 chapters. Includes staffs, plants, financing. Vol. III. *Organization and Financial Management of Higher Education in Louisiana.* 5 chapters. Includes State organization, internal organization, budgeting. Vol. IV. *Educational Programs and Services for Higher Education in Louisiana.* 9 chapters. Includes 18 fields, research, extension, staffs, student services, libraries. Vol. V. *Plant and Business Management for Higher Education in Louisiana.* 6 chapters. Includes auxiliary enterprises, purchasing, plant operation, space utilization, building requirements. *A Summary Report of the Louisiana Commission on Higher Education.* vii,107 p. "The present report has been completed following one year of intensive study of factors relating to higher education now and through 1970–71."

190. *College Opportunity in New Jersey.* Trenton: New Jersey State Board of Education, December 1957. 59 p.

Report of the State Board of Education. Examines the role of each type of public institution of higher education in the State, assesses anticipated enrollment demands, and investigates future needs for graduate study. Indicates need for increased student facilities such as student centers, dormitories, and dining rooms as institutions expand. Proposes capital expenditures of over $82,000,000 to provide additional instructional and residential facilities at State institutions, to be financed by bond issue.

191. COMMITTEE FOR THE STUDY OF FACTORS INVOLVED IN THE HIGHER EDUCATION OF VERMONT YOUTH. *Report to the General Assembly of 1953.* Montpelier, Vt.: 1952. 64 p.

Consists almost entirely of report by the consultant, Ernest V. Hollis, U.S. Office of Education (p. 11–64). Considers especially financing of higher education in Vermont, state scholarship programs, and Vermont's responsibility and ability to support higher education.

192. COUNCIL OF STATE GOVERNMENTS. *Reports on Higher Education: An Annotated Bibliography of Recent Reports of State Study Commissions and Other Official Agencies.* Chicago: The Council, March 1958. 15 p.

Gives extensive abstracts with full statement of important recommendations for 21 surveys in California (2), Colorado, Connecticut, Illinois, Kentucky, Louisiana, Michigan, Minnesota (2), Nevada, New Jersey (2), New York, North Carolina, South Carolina, Texas, Virginia (2), West Virginia, and Wisconsin.

193. DEITRICK, JOHN E. *and* BERSON, ROBERT C. *Medical Schools in the United States at Mid-Century.* New York: McGraw-Hill Book Company, Inc., 1953. xxii,380 p. (*Authors:* (1) Director; (2) Associate Director; of the Study.)

"This volume comprises the final report of the Survey of Medical Education, organized in 1947. It is a factual analysis and evaluation of medical education in the United States at the mid-point of the twentieth century, made by chosen representatives of American medical education. Based upon the collection of facts and opinions from the medical schools, and upon visits by Survey groups to a large and representative proportion of those schools, the Study has had the full cooperation of their deans, faculties, and students. It is, in effect, the first thorough self-evaluation of medical education in many years. Organized in 7 sections: I. Introduction. II. The Functions of the Medical School (3 chapters). III. The Finances of the Medical School (2 chapters). IV. The Medical School in Operation (6 chapters). V. The Curriculum and Teaching Methods (1 chapter). VI. Advanced Education and Training (3 chapters). VII. A Summing Up (1 chapter). Reviews by W. R. Willard, *Amer. Jour. Pub. Health,* 44: 538–539, April 1954; and by D. W. Atchley, *Jour. Higher Educ.,* 25: 284–285, May 1954.

194. DEJARNETTE, EDMUND T. *Higher Education in Virginia: Report of the Virginia Advisory Legislative Council to the Governor and the General Assembly of Virginia.* Richmond: Commonwealth of Virginia, 1951. 89 p. (*Author:* Chairman of the Council.)

Consists of 12-page report of the Council and remainder, the report of the Consultant, Fred J. Kelly, of U.S. Office of Education. Chief recommendation was for creation of a State Board of Higher Education. For summary of the methods and work of the Council by the Consultant see *Higher Educ.,* 8: 25–27, Oct. 1, 1951.

195. DOUD, ALDEN L. *and others. A Factual Survey of Publicly and Privately Supported Colleges in Iowa as of June 1954.* Des Moines: State of Iowa, 1954. 55 p. (*Author:* Former State Senator.)

"The following information is factual only and contains no recommendations." Gives in tabular form, in 46 tables, variety of information regarding governing boards, administrative head, faculty (including rank, tenure, and salaries), students, facilities, curriculum, and accreditation for 19 publicly operated and 27 privately operated senior and junior colleges.

196. ECKERT, RUTH E. *Higher Education in Minnesota: Minnesota Courses on Higher Education.* Minneapolis University of Minnesota Press, 1950. xv, 419 p. (*Author:* Professor of Higher Education, University of Minnesota; Chairman, Work Committee of Minnesota Commission on Higher Education.)

Covers both public and private institutions in the State. Consists of 18 chapters of varied authorship. Very full studies of students and graduates of different institutions and of objectives of different types of institutions. Three chapters on junior college education, 4 on teacher education, and 2 on University of Minnesota. Two concluding chapters "Minnesota's Next Steps in Higher Education," and "Long-Range Goals for Minnesota's Colleges and Universities."

197. Eells, Walter Crosby. *Surveys of American Higher Education.* New York: Carnegie Foundation for the Advancement of Teaching, 1947. xii,538 p. (*Author:* Professor of Education, Stanford University.)

Study made under auspices of Carnegie Foundation for Advancement of Teaching. Contains lists and analyses, including evaluation of recommendations, of 230 published surveys of higher education in the United States, national, State, and local, made from 1903 to 1933. Also briefer information concerning 70 mimeographed and 278 typed survey reports. Includes detailed topical index to contents of each report. For continuation see No. 216.

198. Elliott, Edward C. *The General Report of the Pharmaceutical Survey, 1946–1949.* Washington: American Council on Education, 1950. xix,240 p. (*Author:* President Emeritus, Purdue University, Indiana; Director of the Survey.)

Report of a national survey of the 65 accredited schools of pharmacy in the United States. Covers the educational system, the curriculum, students, alumni, and other topics.

199. Experience and Recommendations Regarding Statewide Surveys of Higher Education. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1957, p. 358–369.

Panel discussion by 3 university presidents in States where surveys of higher education had recently been made—J. Wayne Reitz, University of Florida; Richard A. Harvill, University of Arizona; and Troy H. Middleton, Louisiana State University. On the whole, quite critical of the surveys, of their methods, and of their results. Florida: The staff was composed "of people who had not met a college payroll" but who had a philosophy "where they emphasize the quantitative and tend to ignore the qualitative factors." Arizona: "The report . . . never solved anything and has scarcely been referred to by the Board since the day the report was formally received. . . . The report was not straight-forward and clear-cut. The report reflected, at many points, philosophical ideas of higher education in a rather dogmatic way. . . . Its over-emphasis was given to quantitative considerations." Louisiana: "What has been done to carry out these recommendations? The answer would be, 'Nothing whatsoever as far as a State-wide action program is concerned.' . . . To put it very simply, unless you can be sure the recommendations, or the better ones, will be put into effect, do not have a survey because it just turns everything upside down while it is going on and takes a lot of your manpower."

200. Fiscal Survey Commission of South Carolina. *State Institutions of Higher Learning.* (Report No. 3.) Columbia, S.C.: The Commission, 1956. 39 p.

Review, by the Commission of a study made by its Task Force on Higher Education, on the operations, policies, and financial needs of each State institution of higher education.

201. Grazier, Allen C. *The Community Junior College in Florida's Future.* Tallahassee: Florida State Department of Education, 1957. xviii,71 p. (*Author:* Chairman of the Community College Council.)

Report to the State Board of Education by the Community College Council, created by State Legislature in 1955. "This study has, of necessity, given major attention to the problems of organization and financing: we leave to further consideration the problems of curriculum, staffing, and program planning for these institutions." Appendixes consider personnel services and local survey reports. Bibliography, 11 titles.

202. Hadley, Wendell Emmett. *Higher Education Under Control of the Society of Friends, With Special Emphasis on Quaker Colleges of the North Central Association.* Minneapolis: University of Minnesota, 1955. 340 p. Abstract in *Diss. Abstracts*, 15: 2449–2450, Dec. 1955.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study was to survey the activities and recommendations of graduates of Earlham, Wilmington, and Friends, the three Quaker colleges accredited by the North Central Association." Based on questionnaire responses from 437 of the total of 6,816 alumni of the 3 institutions whose addresses were known. "The comparisons of the three Quaker colleges showed many areas of difference, generally indicating that influence of the local communities was greater than the Quaker influence."

203. *Higher Education: Legislative Council Report to the Colorado General*

Assembly. (Research Publication No. 17-2.) Denver, Colo.: Dec. 1956. 89 p.

Part I surveys legal background and history of higher education in Colorado. Part II raises questions regarding future developments of higher education in the State. Part III presents several solutions to problems of increased enrollments, admissions policy, coordination of higher education, meeting costs, and planning for development of junior-community colleges.

204. *Higher Education Looks Ahead: Minnesota's Colleges, Their Functions, Their Problems, and Their Goals.* St. Paul: Commission on Vocational and Higher Education, 1953. 47 p.

Considers the place of both public and private institutions in meeting the future higher educational needs in the State.

205. Hollis, Ernest V. *State Controlled Higher Education in Arizona.* Tucson: Board of Regents of the University and State Colleges of Arizona, 1955. xii,288 p. Summary by the author, *Higher Educ.*, 11: 135–137, May 1955. (*Author:* With U.S. Office of Education; Director of the Survey.)

An intensive study of many aspects of the University and the 2 State colleges of Arizona. Data are presented in 10 chapters with 58 tables. "The survey presents evidence on faculty status as measured by salary, teaching load, rank, training, age, and sex. Recommendations were made for a higher and more equable salary schedule, and for the use of more effective procedures in the selection, classification, and promotion of staff members."

206. ——— *and* Martorana, Sebastian V. Advance Planning for Higher Education in the United States. *Higher Educ.*, 12: 101–103, March 1956. (*Authors:* With U.S. Office of Education.)

Tabulates information concerning studies for advance planning on higher education in 32 States. Gives detailed data on date of authorization, present status, purpose, scope, auspices, financing, and content of 49 such studies, of which 34 had been completed.

207. ——— *and* ———. *Higher Education in North Dakota (A Report of a Survey).* Bismarck: North Dakota Legislative Research Committee. Vol. I. 1958. viii,135 p. Vol. II. *Source Book.* 1958. x,106 p. (*Authors:* See No. 206.)

Vol. I is in 2 parts. Part I, "Taking Stock of Higher Education in North Dakota," consists of 8 chapters treating social and economic conditions, enrollment projections, instructional programs, faculties, finances, and physical facilities for the 9 State-supported institutions and private higher education. Part II, "Conclusions and Recommendations," consists of 5 chapters covering institutional and Statewide planning with special emphasis on the role of 2-year colleges. Vol. II contains 95 tables of primary data.

208. Humphreys, Cecil C. *State Financial Support to Higher Education in Tennessee from 1930 to 1952.* New York: New York University, 1957. 373 p. Abstract in *Diss. Abstracts*, 18: 922–923, March 1958.

Unpublished doctoral dissertation (Ph. D.). Purpose: To show financial support received over 22-year period "and to determine and analyze some of the significant factors that have influenced this support."

209. Hurlburt, Allan S. *Community College Study.* Raleigh, N.C.: State Superintendent of Public Instruction, 1952. (Publication No. 285.) 44 p.

Studies need of North Carolina for community colleges, with emphasis on organization, curriculum, and finance. Area within 25 miles of Goldsboro selected for intensive study.

210. Hurwich, Louis. Hebrew Teachers Colleges in the United States: Digest of Survey. *Jewish Educ.*, 22: 73–96, Winter-Spring, 1956–57. (*Author:* Dean Emeritus, Hebrew Teachers College, Massachusetts.)

Based on personal visits to the 8 Hebrew teachers colleges and observations of the work of the 88 teachers employed by them. "In every college I observed two full sessions of every class. . . . As teachers, some are good, some are very good, and some are very superior." Presents considerable data and discusses discrepancies in salaries and in teaching loads.

211. *Illinois Looks to the Future in Higher Education.* Springfield: State of Illinois, 1957. 219 p.

Report of the Higher Education Commission to the Governor and the Legislature of Illinois. Assesses present facilities for higher education in the State and estimates their capacity. Recommends extension of public junior colleges. Within next 20 years the State should plan to accommodate at least 25,000 to 30,000 additional junior college students. New site should be secured for Chicago Undergraduate Division of University of Illinois, now located at Navy Pier.

212. JOHNSON, PAUL MARTIN. *A Proposal for a System of Public Junior Colleges for the State of Kansas.* Boulder: University of Colorado, 1956. 454 p. Abstract in *Diss. Abstracts*, 17: 2480–2481, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). On basis of criteria developed, presents a "pattern of 40 junior college districts covering the entire State in a manner to insure accessibility by daily highway travel and sufficient tax resources for efficient operation and support."

213. KELLER, ROBERT J. *Minnesota's Stake in the Future: Higher Education, 1956–1970.* Minneapolis; Governor's Commission on Higher Education, Dec. 1956. x,98 p. (*Author:* Director of the Commission.)

Report of the Governor's Commission on Higher Education, appointed May 4, 1956. Separate chapters on place of private colleges, junior colleges, State teachers colleges, and the University. Predicts enrollment of at least 90,000 perhaps much larger by 1970 as compared with 51,000 in 1956. Covers 34 institutions in the State. Makes seven major recommendations to meet the situation. Lists five supplementary reports available (p. 98).

214. ——— ; LOKKEN, HARRY M.; *and* MEYER, ROY F. *The Junior College in Minnesota.* St. Paul: State Department of Education, 1958. xii,164 p.

A study prepared jointly by the Governor's Commission on Higher Education and the State Department of Education. Develops plans for a junior college system for the State and sets up criteria for establishment of individual institutions. Discusses functions, accreditation, students, faculty, curriculum, organization, and finance.

215. KETTLER, RAYMOND W. Are Management Surveys of Higher Education Beneficial? *Coll. & Univ. Bus.*, 24: 35–36, Jan. 1958. (*Author:* Controller, University of California.)

Reviews briefly many earlier State surveys of higher education. Discusses three types of present surveys. Conclusion: "If appropriate officers and staff members of the institution are thoroughly informed and view the study with an open mind, and if the study is undertaken by competent consultants with a professional approach, a management survey can and will be beneficial to a college or university."

216. LAYTON, ELIZABETH N. *Surveys of Higher Education in the United States, 1937–1949.* Washington: Federal Security Agency, May 1949. (U.S. Office of Education Circular No. 257.) 24 p. (*Author:* With U.S. Office of Education.)

"The following annotated list of surveys in the field of higher education has been . . . limited to the type of survey report which presents objective data concerning existing conditions and makes recommendations for their improvement. The list includes citations of articles about surveys as well as to the texts of the survey reports. . . . This publication is an attempt to bring down to date the list of surveys published in 1947 by Walter C. Eells." (See No. 197.) Contains information on 72 surveys, 54 of them published in the period 1945 to 1949.

217. LLOYD, ARTHUR Y. *Public Higher Education in Kentucky: Report to the Committee on Functions and Resources of State Government.* Frankfort, Ky.: Legislative Reference Commission, 1952. 185 p. Summary, by John Dale Russell, in *Higher Educ.*, 8: 109–112, Jan. 15, 1952. (*Author:* Director of the Commission.)

Prepared under the direction of the Division of Higher Education, U.S. Office of Education. Chairman, John Dale Russell. A comprehensive survey covering many aspects of the six State-controlled institutions. In 12 chapters. I. Major Recommendations. II. Institutional Pattern. III. Students. IV. Faculties. V. Campus Teaching Programs. VI. Extension Teaching Programs. VII. Research Programs. VIII. Physical Facilities. IX. Supply of Teachers. X. Finance. XI. Control. XII. Developing Better Coordination.

218. MCCONNELL, THOMAS R. *A Restudy of the Needs of California in Higher Education.* Sacramento: California State Department of Education, 1955. xx,473 p. Summaries: *Educ. Record*, 36: 291–303, Oct. 1955. *Higher Educ.*, 12: 126–129, April 1956. (*Author:* Former Chancellor, University of Buffalo, New York; Chief Consultant for the Survey.)

A further study of problems of higher education in the State as recommended in an earlier survey by George D. Strayer made in 1948. Work of a staff of 17 members. Seven chapters: Plan of the Restudy, Need for Higher Education in California, Functions and Program of Higher Education, Administration and Coordination, Physical Plants, Ability to Support Higher Education, and Analysis of Expenses. Discusses especially the need for additional college teachers.

"The faculty shortage will not be confined to California, but California's problem will be more acute than that in most states."

219. McHenry, Dean F. *The University of Nevada: An Appraisal. Report of the University Survey.* Carson City: State Printing Office, 1957. (Nevada Legislative Counsel Bureau, Bulletin No. 28.) xvi,291 p. (*Author:* Director of the Survey.)

In 17 chapters, covers all major phases of the work of the University, including organization, academic administration, faculty, students, finances, building program, and colleges of agriculture, engineering, mines, nursing, and business management.

220. Martorana, Sebastian V. *New Mexico's Needs for Further Post-High-School Educational Programs.* Santa Fe: Board of Educational Finance, Dec. 1956. 192 p. Summary by author in *Higher Educ.*, 13: 90–91, Jan. 1957. (*Author:* With U.S. Office of Education.)

Report of a survey made for the New Mexico Board of Educational Finance. Analyzes conditions in the State and concludes that a clear need exists for additional programs of post-high-school study. Recommends establishment of a Junior College Coordinating Commission "as an advisory agency and a clearing house and review of problems at this educational level."

221. ——— Consideration of 2-Year Colleges in Recent Statewide Studies of Higher Education. Part I, *Higher Educ.*, 14: 23–27, Oct. 1957; Part II, *Higher Educ.*, 14: 46–50, Nov. 1957. (*Author:* See No. 220.)

Based on analysis of 27 State surveys made since 1950 which include consideration of need for 2-year colleges. Summarizes criteria for establishment, scope of suggested offerings, state and local control, finances, and machinery for coordination. Gives full bibliographical data on each of the 27 surveys.

222. *The Needs of Higher Education in Maryland.* Baltimore, Md.: State Department of Education, 1955. xv,127 p.

Report of Commission appointed by Gov. Theodore R. McKeldin. Contains 10 chapters studying problems of financial support, enrollment, specialized preparation, and other features. Predict total enrollment in Maryland colleges in 1969–70 of 76,000 students in comparison with 41,000 in 1952–53, subject to 10 possible modifying facts which are discussed. Makes 22 recommendations including one for a system of State scholarships for "exceptionally worthy students." But appendix contains minority report from three members of the Commission strongly opposing such scholarships as "an indirect public subsidy to nonpublic institutions of higher learning to which they are opposed in principle." Bibliography, 20 titles.

223. Nicholson, Lowell S. *The Law Schools of the United States: A Statistical and Analytical Report Based on 136 Completed Questionnaires and on Inspection of 160 Law Schools.* Baltimore, Md.: Lord Baltimore Press, 1958. 245 p.

Prepared for the Survey of the Legal Profession. Includes reports on faculties, students, libraries, curriculum, and other features. Statistical data are for 1948–49.

224. Niebuhr, H. Richard; Williams, Daniel Day; *and* Gustafson, James H. *The Advancement of Theological Education. The Summary Report of a Mid-Century Study.* New York: Harper & Bros., 1957. 239 p. (*Authors:* (1) Professor, Divinity School, Yale University; Director of the Study; (2) Professor, Theological Faculty, University of Chicago; (3) Graduate Student, Divinity School, Yale University.)

Report of national survey of theological schools conducted under auspices of American Association of Theological Schools under grant from Carnegie Corporation of New York. Chapters devoted to Recent Trends in Theological Education, Trends in Economics of Theological Education, Problems of Government, Faculties, Courses of Study, Theological Teaching, Theological Students, Line of Advance, and Theological Education of Negro Ministers.

225. Pierce, Truman M. *Public Higher Education in Tennessee.* Nashville: Tennessee Legislative Council, 1957. 5 vols.

Vol. I. *Programs and Services*, 309 p. Vol. II. *Personnel*, 350 p. Vol. III. *Plant and Plant Utilization*, 152 p. Vol. IV. *Finance*, 368 p. Vol. V. *Organization and Administration.*

226. Powers, Leonard S. *State-Supported Higher Education in North Carolina: The Report of the Commission on Higher Education.* Raleigh, N.C.: Jan.

1955. 104 p. (*Author:* Executive Secretary of the Commission.)

Principal topics discussed: Purpose and Operation of Higher Education in North Carolina, Matters Requiring Coordination, Allocation of Functions, Planning for the Future, Recommended Legislation. "North Carolina is not getting the results in higher education which might be expected in view of the amount of money being spent."

227. Reckewey, Rex Klein. *The Role of the University and Recent Trends in the Conduct of Surveys.* Lincoln: University of Nebraska, 1954. 548 p. Abstract in *Diss. Abstracts,* 14: 1980–1981, Nov. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in part on visits to seven universities which offer survey services, and a follow-up of 70 surveys conducted by them. Two of 12 major conclusions: "Most universities describe their survey programs as serving the three functions of service, training, and research in that order. While there is considerable evidence that most institutions are fulfilling the service function, there is much less evidence that they are achieving their stated training and research objectives. . . . There is little evidence of the universities making follow-up studies to discover the effectiveness of their surveys."

228. Reeves, Floyd W.; Russell, John Dale; Gregg, H. C.; Brumbaugh, Aaron J.; *and* Blauch, Lloyd E. *The Liberal Arts College: Based Upon Surveys of Thirty-Five Colleges Related to the Methodist Episcopal Church.* Chicago: University of Chicago Press, 1932. xxxv,715 p. (*Authors:* (1) Professor of Education, University of Chicago; Director of the Survey; (2) Associate Professor of Education, University of Kentucky; (3) Business Manager, Albion College, Michigan; (4) Dean of Students, University of Chicago; (5) Professor of Education, North Carolina College for Women.

A comprehensive treatment, in 72 chapters, of all major phases of college administration. In 6 parts: (1) Service and Administration (10 chapters); (2) Physical Plants, Equipment, and Libraries (8 chapters); (3) College Instructional Facilities (18 chapters); (4) Student Personnel (9 chapters); (5) College Finance (26 chapters); Future of the Colleges (1 chapter).

229. *Report and Recommendations of the Commission to Study the Question of Negro Higher Education to the Governor, the Legislative Council, and the General Assembly of Maryland.* Baltimore: The Commission, 1950. 58 p.

Contains recommendations, 2 minority reports, 10 factual chapters, and appendix of statistical data.

230. Russell, John Dale. *The Florida Survey of Higher Education.* In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings,* 1956, p. 68–69. (*Author:* Chancellor, New Mexico Board of Educational Finance.)

Discussion of the principal recommendations of the Florida State Survey (No. 187).

231. ——— *Meeting Ohio's Needs in Higher Education: Report of a Preliminary Survey for the Committee on the Expanding Student Population, Appointed by Ohio College Association.* Wooster: Ohio College Association, 1956. 120 p. Summaries by author in *Higher Educ.,* 13: 3–7, 1956; and in *Jour. Higher Educ.,* 27: 367–370, Oct. 1956. (*Author:* See No. 230.)

Based in large part on personal visits to 54 higher educational institutions in the State. Chapters devoted to present facilities for higher education in the State, inadequacies in institutional facilities, institutional planning for the future, and questions of public and social policy. Appendix gives details on accreditation of all Ohio colleges. Discusses especially faculty-student ratio. Reports that it varies in 50 institutions from maximum of 1 to 6 to minimum of 1 to 25, with median of 1 to 14. Argues strongly for change in this ratio to at least 1 to 20. "It is the judgment of the Director of the survey that not one of the Ohio colleges has need of any more faculty members to serve its present enrollment of students," although the presidents of these institutions said they needed at once 213 additional ones "for effective service to the present enrollment."

232. ——— *Higher Education in Michigan.* Lansing: Michigan Legislative Study Committee on Higher Education, Sept. 1958. 200 p. Also *Preliminary Report,* March 1957. Also 12 separate staff studies, listed below. Sum-

mary by author in *Higher Educ.*, 15: 133–137, April 1959. (*Author:* See No. 230.)

Discusses 8 major areas of concern and makes appropriate recommendations. Twelve staff studies: (1) The Community College in Michigan. (2) The Geographical Origins of Michigan College Students. (3) Education in Medicine and Nursing. (4) Physical Plant Needs. (5) Student Personnel Services. (6) Instructional Programs. (7) Extension and Field Services. (8) Financial Assistance to Students. (9) Space Utilization and Value of Physical Plants. (10) Faculties. (11) Institutional Planning for Future Development. (12) The Control and Coordination of Higher Education.

233. Schweikhard, Dean Merrill. *Higher Education in Minnesota.* Minneapolis: University of Minnesota Press, 1950. xv,419 p.

Parallels for Minnesota the work done for the nation by the 1947 Report of the President's Commission on Higher Education (No. 682). Comprises 18 chapters of varied authorship, arranged in 7 parts, as follows: I. Setting of Higher Education in Minnesota; II. Student Potential; III. Junior College Education; IV. Liberal Arts Education; V. Teacher Education; VI. Education at University of Minnesota; VII. Future of Higher Education in Minnesota. Review by A. D. Henderson, *Jour. Higher Educ.*, 22: 502, Dec. 1951.

234. Semans, H. H. *and* Holy, Thomas C. *A Study of the Need for Additional Centers of Public Higher Education in California.* Sacramento: California State Department of Education, 1957. xiv,172 p. (*Authors:* (1) Specialist in Higher Education, State Department of Education; (2) Special Consultant in Higher Education, University of California.)

A study prepared for the State Legislature by Liaison Committee of the California State Board of Education and the Regents of the University of California. Contains separate chapters on relative needs for new junior colleges, for new state colleges, and for new campuses of the University. Fifty-five tables.

235. Smith, Marshall P. *New Jersey's Undergraduates.* Trenton: New Jersey State Department of Education, 1956. 92 p. (*Author:* Director of the Survey.)

"This volume is the major report of the Survey of Future Facilities in Higher Education in New Jersey. A companion booklet, titled *The Closing Door to College,* is being published as a summary. Other brief reports of material developed during the course of the survey will be made. . . . All publications of the survey will be available on request to the New Jersey Department of Education, Trenton 25, New Jersey." Predicts that "the college age population of New Jersey will increase from 239,000 in 1954 to 517,000 in 1973, an increase of 116 percent." Considers resultant problems of facilities and finances. Bibliography, 101 titles.

236. Starrak, James A. *and* Hughes, Raymond M. *The Community College in the United States.* Ames: Iowa State College Press, 1954. ix,114 p. (*Authors:* (1) Professor of Vocational Education; (2) President Emeritus; both of Iowa State College.)

Organized in 3 parts. First part deals with post-high school education in the United States in general. Second part sets up standards for the development of community colleges. Third part applies these standards to Iowa and presents a detailed plan of such institutions for the State—number, location, support, curricula, and costs. Gives text of a proposed Act of the Legislature to provide for the establishment of such colleges in the State. Bibliography, 43 titles. Reviews by M. M. Bennett, *Adult Educ.*, 5: 250–251, No. 4, 1955; by S. Hertzler, *Educ. Adm. & Sup.* 41: 182–183, March 1955; by D. H. Eikenberry, *Educ. Research Bull.* 33: 193–194, Oct. 1954; and by F. A. Morse, *Jour. Higher Educ.*, 26: 396–398, Oct. 1955.

237. *State Support for Municipal Colleges.* (Legislative Research Commission, Research Publication No. 59.) Frankfort, Ky.: January 1958. 37 p.

Investigates possibility of using education funds of the State for support of municipal colleges and assesses constitutional and legal problems involved. Analyzes factors affecting present level of enrollment in higher education in the State and the future need for expanded educational opportunities.

238. *Statement and Recommendations by the Regents for Meeting the Needs in Higher Education in New York State.* Albany: University of the State of New York and State Education Department, 1957. 22 p.

Summarizes findings of a study on needs and facilities for higher education made by State Education Department. Presents in brief form data on anticipated increases in enrollment and estimates on need for 2-year technical and 4-year degree programs.

239. Strayer, George D. *Report of a Survey of Institutions of Higher Learning in the State of Iowa.* Des Moines: Iowa State Board of Education, 1950. ix,98 p. (*Author:* Professor of Education Emeritus, Teachers College, Columbia University.)

Covers four topics: (1) State Board of Education, Its Origin and Operations, (2) Coordination of the Educational Programs, (3) Internal Organization and Administration, and (4) Financing Future Programs of Higher Education.

240. *A Study of the Problems Confronting Higher Education in Connecticut.* Hartford, Conn.: State Board of Education, Jan. 1957. 24 p.

"A report to the General Assembly by the State Board of Education and the Board of Trustees of the University of Connecticut." Contains four chapters: I. The Impact of Increasing Population in College Enrollments in Connecticut. II. Existing and Planned Resources and Facilities. III. The Resultant Problems. IV. Conclusion. Makes 11 recommendations for meeting the situation. Appendix lists eight previous studies of higher education in Connecticut, six of them from 1950 to 1956.

241. Texas Commission on Higher Education. *Report to the Hon. Allan Shivers, Governor of Texas, and the Legislature of the State of Texas.* Austin: The Commission, 1954. iii,34 p.

Consists of 13 findings and recommendations and text of Act of the Legislature which created the Texas Commission on Higher Education.

242. Texas Legislative Council. *A Source Book on Public Higher Education in Texas: A Staff Monograph.* Austin: The Council, March 1951. 12 parts, each separately paged.

A series of 12 reports, mainly statistical in nature, with numerous tables and graphs, covering various aspects of the work of 52 institutions of higher education in the State. Chiefly concerned with enrollments, expenditures, income, faculty, and departments of instruction.

243. Trotter, Amos Creed F. *An Analysis of Programs and Services in Tennessee Public Institutions of Higher Education in 1955–56.* Auburn: Alabama Polytechnic Institute, 1957. 404 p. Abstract in *Diss. Abstracts*, 18: 970–971, Mar. 1958.

Unpublished doctoral dissertation (Ed. D.). Part of a general survey of higher education in Tennessee. Analyzes 20,605 resident credit-classes with respect to scope, number of courses, fuller use of faculties, number of graduates, and other factors. Also considers public services, library resources, and other features.

244. Virginia Advisory Legislative Council. *Higher Education in Virginia: Report to the Governor and the General Assembly of Virginia.* Richmond, Va.: 1951. 89 p.

Report of the Council authorized by General Assembly in 1948. Consists chiefly of report of consultant, Fred J. Kelly, U.S. Office of Education (p. 13–47). Stresses coordination, making comparisons with other States, and unit-cost studies.

245. ——— *The Crisis in Higher Education in Virginia and a Solution.* Richmond, Va.: The Council, 1955. 23 p.

Examines several solutions for meeting the problem of rapidly increasing enrollments in the State. Concludes that establishment of branches of existing accredited institutions offers most promising approach to high quality and low costs of higher education.

246. Williams, Ward Raymond. *Post High School Education in Minnesota, 1952–1953.* Minneapolis: University of Minnesota, 1955. 208 p. Abstract in *Diss. Abstracts*, 16: 701–702, April 1956.

Unpublished doctoral dissertation (Ph. D.). Studies conditions in 215 institutions with enrollments of 54,069 students, including (with percentages of each) University of Minnesota, 40 percent; 5 State teachers colleges, 2 percent; 1 private junior college, under 1 percent; 17 liberal arts colleges, 24 percent; 16 theological schools, 6 percent; 2 law schools, 1 percent; 43 medical-technical and nursing schools, 5 percent; 3 schools of art, dancing, or music, 1 percent; 23 business schools, 7 percent; 66 vocational schools, 6 percent. (*Note:* Percentages add to only 93 percent. No mention of 9 public junior colleges in abstract. Probably an oversight.) Conclusion: The impending increases in post-high school enrollments strongly suggest an immediate Statewide survey of educational resources, both public and private, with especial attention to junior colleges and the needs of out-lying portions of the State.

247. Wisconsin Legislative Council. *Interim Report on Higher Education.*

Madison: The Council, 1954. xv,204 p. + appendixes 83 p.

Eight chapters: I. Introduction; II. County Normal Schools; III. Schools of Vocational and Adult Education; IV. Wisconsin Institute of Technology; V. Stout Institute; VI. The State Colleges; VII. The University of Wisconsin; VIII. Private Colleges (25 institutions). Appendixes on student cost data, teacher training, tenure and salary, enrollment data, and 15 maps.

See also Nos. 256, 272, 373, 436, 437, 512, 528, 555, 565, 567, 570, 594, 718, 724, 727, 991, 2425, 2427.

5. COMPOSITE WORKS

248. Adams, Arthur S. The University Family. In Utah Conference on Higher Education, *Proceedings*, 1951. p. 51–54. (*Author:* President, American Council on Education.)

"The 'University Family' is a favorite theme of mine. . . . I like to regard it as a family of five members: the board of trustees or regents, the administrator, the faculty, the students, and the public." Discusses each in turn, their obligations and their opportunities. "The burden of the problems that come to the president's desk for attention is an incredible one." Gives various illustrations.

249. Bane, Frank. *Higher Education in the Forty-Eight States. Report to the Governor's Conference.* Chicago: Council of State Governments, 1952. xvi,317 p. (*Author:* Executive Director, Council of State Governments.)

Contains a mass of comparative statistical information in graphic and tabular form on history, programs, expenditures, income, and organization of higher education in each State. Includes master list of 164 governing boards responsible for control of 367 institutions. Bibliography, 58 titles. Review by J. D. Russell, *Jour. Higher Educ.*, 24: 449–450, Nov. 1953.

250. Bauer, Ronald C. *Cases in College Administration: With Suggestions for Their Preparation and Use.* New York: Bureau of Publications, Teachers College, Columbia University, 1955. x,213 p. (*Author:* Visiting Lecturer, 1953–1955, Institute of Education, University of London, England.)

Discusses the value and use of the case method in college instruction and illustrates by full presentation of 18 cases involving administrative problems and pressures, policy development and execution, student personnel, faculty personnel, and staff planning and procedures. Reviews by G. W. Starcher, *Teach. Coll. Record,* 57: 506–507, April 1956; by E. W. Anderson, *Educ. Research Bull.*, 35: 84, March 1956; by O. Tead, *Jour. Higher Educ.*, 27: 112–113, Feb. 1956; and by M. M. Pattillo, *Jour. Teach. Educ.*, 7: 281, Sept. 1956.

251. Benjamin, Harold, *ed. Democracy in the Administration of Higher Education.* (Tenth Yearbook of John Dewey Society.) New York: Harper & Bros., 1950. x,240 p. (*Author:* Dean, School of Education, University of Maryland.)

Contains 14 chapters by various authors. Includes discussion of principles of administration in higher education, practices with reference to institutional objectives, instructional activities, faculty organization, governing boards, responsibility of administration for selection of personnel, securing financial support, studying the students, selecting appropriate institutional activities, and evaluating efforts to achieve democracy in education. Reviews by F. J. Donohue, *America,* 84: 499, Jan. 27, 1951; by W. F. Bruce, *Educ. Adm. & Sup.*, 37: 500–503, Dec. 1951; and by G. E. Waggener, *Educ. Forum,* 15: 493–494, May 1951.

252. Bogue, Jesse P. *The Community College.* New York: McGraw-Hill Book Company, Inc., 1950. xxii,390 p. (*Author:* Executive Secretary, American Association of Junior Colleges.)

Presents a comprehensive treatment of the history, purposes, organization, administration, and problems of the community junior college. Reviews by B. H. Peterson, *Calif. Jour. Sec. Educ.*, 25: 375–377, Oct. 1950; by C. M. Louttit, *Educ. Adm. & Sup.*, 37: 494–495, Dec. 1951; by W. H. Reals, *Educ. Forum,* 16: 249–251, Jan. 1952; by H. P. Rainey, *Educ. Outlook,* 25: 220–221, May, 1951; by E. W. Anderson, *Educ. Research Bull.*, 30: 76–77, March 1951; by W. B. Langsdorf, *Harvard Educ. Review,* 21: 124–126, Spring 1951; by J. W. Harbeson, *Jour. Higher Educ.*, 23: 111–112, Feb. 1952; by R. R. Fields, *Jun. Coll. Jour.*, 21: 54–57, Sept. 1950; by J. M. McCallister, *Sch. Review,* 59: 57, Jan. 1951; and by H. C. Olsen, *Occupations,* 29: 389–390, Feb. 1951.

253. Bokelman, W. Robert. *Higher Education Planning and Management Data, 1957–58: Salaries, Fringe Benefits, Tuition and Fees, Room and Board.*

Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 517.) vi,102 p. Summary of salary portion, by same author, in *Higher Educ.*, 14: 105–109, March 1958. (*Author:* With U.S. Office of Education.)

Based on information furnished by 429 publicly and 717 privately controlled institutions. Reports by geographical region, by type of institution, and by size of institution. Gives salary data for presidents and other administrative personnel, chief business officers, deans, and faculty members. Salaries are shown in terms of maximum, third quartile, median, first quartile, minimum, and mean. Contains separate chapter on salaries in land-grant colleges. Regarding fringe benefits: "It is known that in many institutions they exceed 10 percent of total salary expenditures."

254. ——— *Higher Education Planning and Management Data, 1958–59: Salaries, Tuition and Fees, Room and Board.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 549.) vii,126 p. (*Author:* See No. 253.)

Second in annual series of which No. 253 was the first. Similar in content, but based on returns from 1,015 colleges and universities having 78 percent of the enrollment in public institutions and 67 percent in private institutions. Omits sections on fringe benefits and part-time tuition rates of No. 253, but adds sections on salaries of clinical faculties in schools of medicine and on tuition rates for graduate students. Major findings: Average salary for all ranks in 4-year colleges was $6,630 (public, $6,780; private, $6,350.) Average tuition $164 in public, $584 in private institutions. Average charges for dormitory rooms vary from $160 to $207 in different types of institutions and for the different sexes; for board from $359 to $418. Trends: Tuition increased 34 percent in 4 years; room rates 21 percent; board 8 percent. Similar volume, giving data for 1959–60, in preparation.

255. BRICKMAN, WILLIAM W. Education in the College and University. *Sch. & Soc.*, 72: 148–154, Sept. 2, 1950. (*Author:* Assistant Professor of Education, New York University.)

Critical reviews of "the most substantial, controversial, and lasting among the recent writings on colleges and universities." Discusses 31 volumes.

256. BROWN, FRANCIS J. *and* SELLIN, THORSTEN, *eds.* *Annals of American Academy of Political and Social Science*, vol. 301, p. 1–92, Sept. 1955. (*Authors:* (1) staff member, American Council on Education; (2) Professor of Sociology, University of Pennsylvania.

Entire issue, except book review section, devoted to 22 articles on various topics of higher education, half of them financial. "This issue of *The Annals* was planned particularly in relation to the conference on Methods of Financing Higher Education, sponsored by the American Academy of Political and Social Science and the University of Pennsylvania . . . held on May 21 and 22 in Philadelphia. . . . The First three articles present the overall picture. The others were selected to treat the more specific areas of administrative organization, State and regional planning, the role of the Federal government, campus issues, the curriculum, accreditation, scholarship and academic freedom, and the international responsibilities of higher education."

257. BRUMBAUGH, AARON J. *Problems in College Administration.* Nashville, Tenn.: Division of Educational Institutions, Board of Education, the Methodist Church, 1956. (Studies in Christian Higher Education, No. 1.) ix,50 p. (*Author:* Director of Studies, Southern Regional Education Board.)

"This book represents the substance of three lectures . . . before the Eleventh Annual Institute on Higher Education in Nashville, July 1955." Five chapters: Basic Principles of Administration, Problems That Involve Primarily the Board of Trustees, Some Problems Within the Sphere of the College President, Problems in Administration in the Sphere of the Faculty, and Problems in the Sphere of Student Life and Activity. Bibliography, 13 titles. Review by S. A. Nock, *Coll. & Univ.*, 32: 89–90, No. 1, 1956.

258. BURCHARD, JOHN ELY, *ed.* *Mid-Century—The Social Implications of Scientific Progress.* Cambridge: The Technology Press of Massachusetts Institute of Technology, 1950. 549 p. (*Author:* Dean of Humanities, Massachusetts Institute of Technology.)

Report of discussions at Massachusetts Institute of Technology Mid-Century Convocation. Includes papers by various authors on control of higher education, public and private; faculty; financial problems, including Federal support; endowment; alumni; and other related topics.

259. CAPEN, SAMUEL PAUL. *The Management of Universities.* (Edited by

Oscar A. Silverman for the Council of the University of Buffalo.) Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii,287 p. (*Author:* Chancellor Emeritus, University of Buffalo; Chancellor, 1922–1950.)

A memorial volume commemorating Dr. Capen's 75th birthday. "The materials which make up this volume have been selected—chiefly by Mr. Capen—from a considerable body of papers and speeches on education written or delivered in the past 40 years." Contains 23 contributions covering many phases of university administration: responsibilities of trustees, faculty, and president; university responsibilities; special problems of professional education; preparation of college teachers; contributions of universities to national emergencies; and accreditation principles. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 39: 472–474, Oct. 1953; by C. M. Louttit, *Educ. Adm. & Sup.*, 40: 56–57, Jan. 1954; and by O. Tead, *Jour. Higher Educ.*, 24: 392–393, Oct. 1953.

260. CARNEGIE CORPORATION OF NEW YORK. *Annual Report, 1958.* New York: The Corporation, 1958. 105 p.

Contains general review of the year's activities and grants (p. 23–57), especially concerning the academically talented, international affairs, junior colleges, students and colleges, Western Interstate Commission for Higher Education, library management, undergraduate instruction, liberal education, and graduate education. Similar reviews in earlier annual reports of the Corporation.

261. CASWELL, HOLLIS L., *ed.* Improving Professional Leadership in American Schools and Colleges. *Teach. Coll. Record*, 53: 181–221, Jan. 1952. (*Author:* Dean, Teachers College, Columbia University.)

Report of third annual Teachers College Alumni Conference. Contains address, "The Present Challenge to Education," by Charles Dollard, President Carnegie Corporation, and reports of 6 discussion groups on preparation for leadership, reorientation and guidance of students, curriculum organization and instruction, field activities, and research.

262. CONFERENCE ON HIGHER EDUCATION. *Addresses Given at the Annual Conference on Higher Education in Michigan, November 19 and 20, 1958.* Ann Arbor: University of Michigan, 1959. 57 p.

Contains 4 addresses: "Today and Tomorrow in Higher Education," by Arthur S. Adams; "Sputniks Are Not Enough," by John R. Dunning; "New National Program in Science Education," by Walter J. Peterson; and "Opportunities and Needs for Asian Language and Area Studies," by Howard E. Sollenberger. Similar publications annually, 1950 to 1957, each reporting 3 or 4 addresses at annual conferences held at University of Michigan.

263. COOPER, RUSSELL M. The Literature on Higher Education: Commentary. In *Current Issues in Higher Education, 1958* (No. 289), p. 74–77. (*Author:* Assistant Dean, General College, University of Minnesota.)

Discusses characteristics of "168 volumes dealing with problems of higher education that have been published in the past five years." Classifies them in 6 categories: general character of higher education, 50 volumes; student personnel services, 23 volumes; curricular programs, 28 volumes; instruction and teaching staff, 32 volumes; administration, 21 volumes; evaluation of programs, 14 volumes. Also analyzes authors, publishers, and other features. Ranged in length from 26 to 1,210 pages with median of 217 pages. Less than one-third of them had essentially a research base. "It appears that the total number of books in higher education is increasing. Especially noteworthy is the list of 32 volumes dealing with the college teacher and his classroom practices. This once sacred and inviolate domain is being studied, and books on college teaching methods are being written and read. The development reflects a growing humility and professional concern on the part of college teachers."

264. COWLEY, WILLIAM H. The American System of Academic Government. In Western College Association, *Proceedings*, Fall 1955, p. 25–34. (*Author:* Professor of Higher Education, Stanford University.)

Reviews the history of financing of American higher education and sketches evolution of the American system of academic government.

265. DEFERRARI, ROY J., *ed.* *The Problems of Administration in the American College.* Washington: Catholic University of America Press, 1956. vii,191 p. (*Author:* Secretary General; Director of Workshops; Catholic University of America.)

Proceedings of the Workshop on Problems of Administration in the American College, conducted at Catholic University of America, June 10–21, 1955. Contains discussions by 16 authors dealing with aims and purposes of a general education, curriculum of the general college, the registrar, the dean and his office, the business office, the presidency, the personnel officer, library administration, and supervision of teacher education. Gives list of 94 participants in the Workshop and their institutions.

266. DEUTSCH, MONROE E. *The College From Within.* Berkeley and Los Angeles: University of California Press, 1952. xiv,232 p. (*Author:* Vice President and Provost Emeritus, University of California.)

The 26 chapters contain personal comments on many subjects including the president, trustees, public relations, deans, faculty, choosing professors, faculty obligations, sabbaticals, retirement, students, scholarships, extracurricular activities, athletics, fraternities and sororities, curricula, degrees, religion, alumni, and honorary degrees. Review by W. P. Sears, *Educ.*, 72: 704, June 1952.

267. EDUCATIONAL POLICIES COMMISSION. *Higher Education in a Decade of Decision.* Washington: National Education Association, 1957. xii,152 p.

Separate chapters: Who Will Go to College, What Should Be Taught, What Research and Public Services, How Should Policy Be Made, Who Will Teach, and How Finance Public Education. Chapter 5, "Who Will Teach" (p. 78–100), discusses the role of the faculty, recruitment of college teachers (suggests present students, women, minority groups, older persons, specialists on part-time basis), preparation of college teachers, increasing faculty effectiveness, and integrity of academic life. Reviews by D. T. Ordeman, *Coll. & Univ.*, 33: 55–57, Fall 1957; by C. Manning, *Educ. Leader.*, 15: 137+, Nov. 1957; by H. C. Noble, *Inter. Jour. Rel. Educ.*, 34: 40, Feb. 1958; and by K. W. Bigelow, *Teach. Coll. Record*, 59: 302, Feb. 1958.

268. ELIOT, CHARLES WILLIAM. *University Administration.* Boston: Houghton Mifflin Co., 1908. (The N. W. Harris Lectures for 1908 at Northwestern University.) 266 p. (*Author:* President, Harvard University, 1869–1909.)

Six lectures by the outstanding leader in higher education of the early twentieth century: (1) University Trustees; (2) An Inspecting and Consenting Body—Alumni Influence; (3) The University Faculty; (4) The Elective System; (5) Methods of Instruction; (6) Social Organization—The President—General Administration.

269. FUND FOR THE ADVANCEMENT OF EDUCATION. *Report for 1954–56.* New York, 1957. 144 p.

Clarence H. Faust, President. Describes the varied educational interests and projects of the Fund, with emphasis on supply and preparation of college teachers; college teaching methods, especially by television; improvement of graduate education; and other topics. Similar discussions in reports for 1952–54, and 1951–52.

270. HENRY, DAVID DODDS. Higher Education in Transition. *Sch. & Soc.*, 85: 84–86, March 16, 1957. (*Author:* President, University of Illinois.)

Excerpts from inaugural address as President of University of Illinois, Sept. 24, 1956. Enumerates 12 problems involving faculty, students, and facilities "which confront higher education in general."

271. HENRY, NELSON B., *ed. The Public Junior College.* (55th Yearbook of the National Society for the Study of Education; B. Lamar Johnson, University of California, Los Angeles, Chairman.) Chicago: University of Chicago Press, 1956. xi,347 p. (*Author:* Professor of Education, University of Chicago.)

Consists of 13 chapters by various authors, discussing the role of the junior college, preparation for advanced study, general education, community services, student personnel programs, improvement of teaching, legal and extra-legal influences, financing, and conditions for establishment of new junior colleges. Includes list of 89 annotated references, about two-thirds of them since 1950. Reviews by J. L. Wattenbarger, *Adult Educ.*, 7: 59, no. 1, 1956; by W. K. Selden, *Assoc. Amer. Coll. Bull.*, 42: 475–477, Oct. 1956; by D. W. Weiser, *Jour. Gen. Educ.*, 10: 179–182, July 1957; by H. C. Ahrnsbrak, *Jour. Teach. Educ.*, 7: 376–377, Dec. 1956; by P. A. Wanamaker, *Jun. Coll. Jour.*, 27: 121–122, Oct. 1956; by W. C. Eells, *Pers. & Guid. Jour.*, 35: 189–190, Nov. 1956; and by M. J. Pillard, *Sch. Exec.*, 76: 126, June 1957.

272. HILLWAY, TYRUS. *The American Two-Year College.* New York: Harper & Bros., 1958. xi,276 p. (*Author:* Professor of Education, Colorado State College.)

A comprehensive treatment of the field. Chapters: I. Nature of the Two-Year College. II. Development of the Two-Year College. III. Goals of the Two-Year College. IV. Students in the Two-Year College. V. General and Vocational Education. VI. Cooperative and Adult Education. VII. Guidance and Student Welfare. VIII. Student Organizations and Athletics. IX. Teachers and Administrators. X. Legal Status and and Accreditation. XI. Buildings and Record Keeping. XII. The Community College Survey. XIII. Problems and Patterns of the Future. Appendix contains Statement of Guiding Principles for Junior College Athletics, adopted in 1953 by American Association of Junior Colleges and National Junior College Athletic Association; and State Charter of Mitchell College, Connecticut. Bibliography, 67 titles. Reviews by T. Pouncy, *Coll. & Univ.*, 34: 115–116, Fall 1958; by M. Weinberg, *Jun. Coll. Jour.*, 28: 475–477, April 1958; by H. Ederle, *Teach. Coll. Jour.*, 30: 49, Dec. 1958; by R. R. Fields, *Teach. Coll. Record*, 60: 57–59, Oct. 1958; and by B. R. Clark, *Harvard Educ. Review*, 29: 160–162, Spring 1959.

273. Hogarth, Charles P. *Crisis in Higher Education.* Washington: Public Affairs Press, 1957. vii,60 p. (*Author:* President, Mississippi State College for Women.)

"At last there is a short book in plain English that gives a concise over-view of the operations of American institutions of higher education. It emphasizes the need for fact-finding and long-range planning now, as the best measures for meeting the higher education needs of tomorrow."—Introduction, by Ernest V. Hollis, U.S. Office of Education. Chapters: Goals and Plans, Financial Factors, Physical Facilities, Faculty and Staff, Student Needs and Qualifications, Curricular Offerings, Extra-Curricular Activities, Alumni Support, Public Relations. Reviews by E. L. Furness, *Educ. Forum*, 22: 248–249, Jan. 1958; by J. D. Millett, *Jour. Higher Educ.*, 28: 406, Oct. 1957; by T. L. Hungate, *Teach. Coll. Record*, 59: 60–61, Oct. 1957; and by L. H. Goodman, *Soc. Studies*, 50: 38, Jan. 1959.

274. Hopkins, Everett Harold. Efficiency and Democracy in University Administration. *Coll. & Univ.*, 26: 364–380, April 1951. (*Author:* Vice President, State College of Washington.)

"I have given what I consider to be the essential earmarks of a democratic university administration. . . . In addition, I have listed 23 principles which I consider to be sound practicable guideposts to successful administration."

275. Iffert, Robert E. Inventory of Physical Facilities and Human Resources in Colleges and Universities. *Higher Educ.*, 8: 66–68, Nov. 15, 1951. (*Author:* With U.S. Office of Education.)

"For the first time in the history of higher education in the United States, there is being assembled simultaneously information on the plant, program, and personnel of individual colleges and universities. The project is also unique in that it is designed to operate as a perpetual inventory." Outlines the 6 major areas to be studied.

276. Knight, Edgar Wallace. *What College Presidents Say.* Chapel Hill: University of North Carolina Press, 1940. xvi,377 p. (*Author:* Professor of Education, University of North Carolina.)

Contains hundreds of quotations varying in length from a few lines to several pages each, from statements of presidents, taken from inaugural addresses, reports to trustees, and other sources, during the previous 75 years. Arrangement by subjects: The College Presidency, Purposes of Higher Education, Weaknesses of Higher Education, Organization and Administration, Faculty Relations, Obligations to Society.

277. Konvitz, Milton R., *ed. Education for Freedom and Responsibility: Selected Essays by Edmund Ezra Day.* Ithaca, N.Y.: Cornell University Press, 1952. xi,203 p.

Selections from 18 addresses by Dr. Day during his presidency of Cornell University, 1937–1951, arranged in 3 groups: General Education, Higher Education, and Responsibility for Enduring Values. Particularly valuable are "Role of Administration in Higher Education," (p. 129–136), and "A University President Talks About His Job," (p. 137–148). Review by W. P. Sears, *Educ.*, 73: 333, Jan. 1953.

278. Lindsay, Ernest Earl *and* Holland, Ernest Otto. *College and University Administration.* New York: Macmillan Co., 1930. xv,666 p. (*Authors:* (1) Head, Department of Educational Administration, University of Pittsburgh, Pennsylvania; (2) President, State College of Washington.)

An early comprehensive treatment, with many details covering administrative organization, fiscal administration, academic administration, personnel administration, and administrative tendencies. Appendix gives various legal, financial, and record forms.

279. McLain, Charles W. *The Present Status of the Junior College in the United States.* Greeley: Colorado State College of Education, 1953. 289 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies*

for the Degree of Doctor of Education. vol. 15, 1954, p. 105–110.

Unpublished doctoral dissertation (Ed. D.). Purpose: To determine status "with regard to growth and development, stated purposes, curriculum, special services to students, entrance requirements, awards, and academic preparation of faculty and administrators." Based on study of catalogs of 552 institutions and other library materials.

280. McVey, Frank L. *and* Hughes, Raymond M. *Problems of College and University Administration.* Ames: Iowa State College Press, 1952. xiv,326 p. (*Authors:* (1) Former President of University of North Dakota and University of Kentucky; (2) Former President of Miami University and Iowa State College.)

"In planning the book, it was agreed that each author would write on any topic suggested which interested him, whether he agreed or disagreed with his colleague. Each topic has been initialed to identify the writer. . . . It attempts to deal with many of the problems met by college presidents and other administrators." Covers 178 numbered topics in 10 chapters as follows: I. The New President. II. The President and the Trustees. III. Problems of Administration. IV. The Campus, Buildings, and Plans. V. The President and the Faculty. VI. The Status of Students and Their Relation to the College. VII. The President and the Alumni. VIII. The Importance of Teaching. IX. Graduate Work and Research. X. College Chapel, The Library, and Other Matters. Reviews by O. Tead, *Educ. Forum,* 17: 372–373, March 1953; by J. D. Russell, *Jour. Higher Educ.,* 24: 52–53, Jan. 1953; by R. Basler, *Jun. Coll. Jour.,* 23: 239–242, Dec. 1952; and by K. W. Bigelow, *Teach. Coll. Record,* 54: 224–226, Jan. 1953.

281. Marsh, T. Reece, *ed.* Association of University Evening Colleges, *Proceedings,* 1958. Louisville, Ky.: 1958. v,184 p. (*Author:* Dean, College of Adult Education, Wichita, Kan.)

Includes papers and subsequent sectional discussions on various administrative problems including publicity and promotion, faculty recruitment, programing courses, evaluation of faculty performance, assignment of staff responsibilities, faculty inservice training, programing conferences and institutes, and evaluation of student achievement.

282. Monroe, Walter S., *ed. Encyclopedia of Educational Research: A Project of the American Educational Research Association.* New York: Macmillan, 1950. Revised editing. xxvi,1520 p. (*Author:* Professor of Education, University of Illinois.)

Contains a wide variety of articles by 223 authors on various phases of education, usually with quite extensive bibliographies. Article on "Colleges and Universities" (p. 223–279), of varied authorship, is in 8 parts: Historical Development, Legal Aspects, Organization and Administration, Finance and Business Management, Physical Plant, Admission and Registration, Curriculum, and Methods of Teaching. Separate articles on Education of Women, General Education, Graduate School, Junior College, Negro Education, School Surveys, and Student Personnel Work. Reviews by G. M. Wilson, *Educ.,* 70: 665, June 1950; by I. L. Kandel, *Educ. Forum,* 15: 249–250, Jan. 1951; and by J. W. Wrightstone, *High Points,* 33, 74–75, May 1951.

283. National Catholic Education Association. Report of Proceedings and Addresses, 55th Annual Meeting, Philadelphia, April 8–11, 1958. *Nat. Cath. Educ. Assoc. Bull.,* 55: 1–416, Aug. 1955.

Report of college and university department (p. 95–163), contains reports of committees on accreditation, faculty welfare, graduate study, membership, and nursing education; special addresses; and reports of section meetings of college and university presidents, deans, registrars, junior colleges, and others. Similar contents in reports of proceedings of earlier annual meetings.

284. Perkins, John Alanson. *Plain Talk From a Campus.* Newark: University of Delaware Press, 1959. vii,195 p. (*Author:* President, University of Delaware.)

"The book divides itself into four parts, somewhat corresponding to these broad topics: general considerations of the high school and the college, the financing of the same, public service and its relations to higher education, and, lastly, the future of higher education and its leadership. While each chapter treats a separate subject in a discrete time and place, all have a single timeliness and importance in America's 'Great Educational Awakening' in the last eighteen months."

285. Presidents' Workshop. In National Association of State Universities, *Proceedings,* 1958, p. 22–57.

As an innovation in plan of annual programs, 3 sessions of the organization were organized as round table or forum discussions, with brief formal presentations and extensive discussion of various topics. Plan was approved for future meetings. Following were included in 1958 meeting: State government controls, trends toward higher tuition and fees, developments on Federal policy on overhead, pending legislation for Federal aid to students and institutions, institutional relationship with the American Association of University Professors, problems of curricular proliferation, and changes in admission standards.

286. Rogers, Francis Millett. *Higher Education in the United States: A Summary View.* Cambridge: Harvard University Press, 1952. 54 p. (*Author:* Dean, Graduate School, Harvard University.)

"A revised English version of a series of lectures originally written in Portuguese and delivered in Brazil in 1950 under the auspices of the United States Department of State." Consists of 10 chapters concerning organization, student life, curriculum problems, personnel problems, financing, professional training, libraries, interuniversity organization, and international student exchanges. Review by W. M. Miller, *Coll. & Univ.*, 28: 122, Oct. 1952.

287. Ruml, Beardsley *and* Morrison, Donald H. *Memo to a College Trustee: A Report on Financial and Structural Problems of the Liberal College.* New York: McGraw-Hill Book Company, Inc., 1959. ix,94 p. Summary as "Open Letter to a Trustee," in *Think*, 25: 16–18, Sept. 1959. (*Authors:* (1) Former Dean, Social Science Division, University of Chicago; former Treasurer, R. H. Macy & Co., Inc.; former Chairman, Federal Reserve Bank, New York; Trustee Dartmouth College, New Hampshire; (2) Former Provost, Dartmouth College.)

Prepared for the Fund for the Advancement of Education. "This Report is concerned with a cluster of crucial questions: How can the American liberal arts colleges meet their responsibilities with respect to the fostering of liberal education? How can they serve their important purpose in helping to prepare the next generation of adults to deal wisely and humanely with the problems and opportunities of an increasingly complex world? How can they make the contribution to teaching and to scholarship that is required? More specifically, how can our colleges—and our universities, too—arrange their faculties, their teaching programs, their facilities, and their finances to provide liberal education for twice as many students as today, a liberal education of constantly improving quality. Today these institutions are not organized to meet this challenge." Presents a plan for almost doubling faculty salaries without increase of tuition. Review by P. Pickrel, *Harpers*, 219: 87–88, Aug. 1959. Editorial Comments, *Coll. & Univ. Bus.*, 26: 22, June 1959.

288. Russell, John Dale. Current Problems in Higher Education. *Coll. & Univ.*, 29: 485–525, July 1954. (*Author:* Executive Secretary, Board of Educational Finance, New Mexico.)

Discusses student enrollments, faculties, curriculum, student personnel services, physical plant facilities, finance, administration and organization. Followed by discussions by Herman A. Spindt, University of California, and Enoch C. Dyrness, Wheaton College, Illinois.

289. Smith, G. Kerry, ed. *Current Issues in Higher Education, 1958. Proceedings of the Thirteenth National Conference on Higher Education, Chicago, March 2–5, 1958.* Washington: Association for Higher Education, National Education Association, 1959. xiv, 292 p. (*Author:* Executive Secretary, Association for Higher Education.)

Covers many aspects of organization and administration of higher education in the United States. "This report together with the printed proceedings of the 12 conferences preceding it constitutes a current history of the issues facing higher education in the United States during these years. . . . The 1,040 participants attending the Conference from 45 States and the District of Columbia represented 455 colleges and universities enrolling the vast majority of U.S. college students, 70 lay and professional organizations concerned with higher education, and 20 governmental agencies." Current volume contains 4 addresses by Harry A. Kissinger, John W. Gardner, Max Learner, and Lawrence G. Derthick; 10 Information Reports; and 28 chapters giving analyst's statements and recorders reports for 40 section meetings under following general heads: More Opportunities for Students (admissions, financial aid, student attitudes); Innovations in Administration and Organization (guidance services, establishment of new colleges, 2-year institutions, extension services, institutional facilities, general education); Improvement of Teaching (teacher morale, qualifications, preparation, television, utilization of workshops, honors programs); New Developments in Curriculum (general education, liberal arts programs, preparation of elementary and secondary teachers). Similar reports on earlier conferences, summarized in part in *College Teachers and College Teaching* (No. 10), Nos. 23–24, 34–40, and 49–51.

290. Smith, Leo F. *and* Lipsett, Lawrence. *The Technical Institute.* New York: McGraw-Hill Co., Inc., 1956. xii,319 p. (*Authors:* (1) Dean of Instruction; (2) Director of Counseling Center; both of Rochester Institute of Technology, New York.)

"This book has been designed to meet the following objectives: (1) to serve as a definitive work outlining the purposes, present status, and possibilities of technical institute education; (2) to describe techniques which may be utilized to determine the need for this type of education, to organize curriculums, to recruit staff and students, and to administer a technical institute program in all of its aspects; and (3) to provide for guidance counselors and prospective students a source of information about the location and nature of various types of technical institute curriculums." Reviews by D. H. Eikenberry, *Educ. Research Bull.*, 35: 243, Dec. 1956; by B. D. Coe, *Sch. Exec.*, 76: 134, Nov. 1956; and by J. P. Bogue, *Jour. Higher Educ.*, 28: 405–406, Oct. 1957.

291. Some College Presidents Discuss the Rising Tide. *Educ. Record*, 36: 205–210, July 1955. More College Presidents Discuss the Rising Tide. *Educ. Record*, 36: 265–290, Oct. 1955.

"Presented here are a few excerpts from annual reports and other documents submitted to the American Council on Education in response to a request made to all institutional members by President Arthur S. Adams."—Editorial note. First article includes statements by 11 presidents who stress the financial and other aspects of the general problem, the shortage of teachers, and need for improvements in teaching methods. Following presidents make contributions: O. C. Carmichael, University of Alabama; S. B. Gould, Antioch College, Ohio; Roland R. Renne, Montana State College; Victor L. Butterfield, Wesleyan University, Connecticut; C. H. Becker, Wartburg College, Iowa; Dale H. Welch, Hastings College, Nebraska; Howell H. Brooks, Coe College, Iowa; Deane W. Malott, Cornell University, New York; John F. Hines, American International College, Massachusetts; H. Leslie Sawyer, Colby Junior College, New Hampshire; and Sarah Gibson Blanding, Vassar College, New York. Following presidents are represented in second article: Russell D. Cole, Cornell College, Iowa; Elmer Ellis, University of Missouri; J. R. Cunningham, Davidson College, North Carolina; C. C. Furnas, University of Buffalo, New York; Edwin S. Burdell, Cooper Union, New York; Robert Gordon Sproul, University of California; Charles S. Cassasa, Loyola University of Los Angeles, California; E. Wilson Lyon, Pomona College, California; Lloyd Morey, University of Illinois; Edward J. Sparling, Roosevelt University, Illinois; J. L. Morrill, University of Minnesota; Laurence M. Gould, Carleton College, Minnesota; Otto W. Snarr, Minnesota State Teachers College, Moorhead; Gregg M. Sinclair, University of Hawaii; John A. Perkins, University of Delaware; Grady Gammage, Arizona State Teachers College, Tempe; A. Whitney Griswold, Yale University; Harold Taylor, Sarah Lawrence College, New York; Everett M. Case, Colgate University, New York; R. V. Kavanagh, Carroll College, Montana; Albert C. Jacobs, Trinity College, Connecticut; Winifred E. Bain, Wheelock College, Massachusetts; Conway Boatman, Union College, Kentucky; Henry T. Moore, Skidmore College, New York; Blake R. Van Leer, Georgia Institute of Technology; Harold P. Rodes, Bradley University, Illinois; Carter Davidson, Union College, New York; John F. Hines, American International College, Massachusetts; and P. W. Christian, Emmanuel Missionary College, Michigan.

292. Taylor, Harold. *On Education and Freedom.* New York: Abelard-Schuman, 1954. 320 p. (*Author:* President, Sarah Lawrence College, New York.)

A series of essays and addresses in 7 chapters: I. Moral Values and the Experience of Art. II. The College President. III. Moral Leadership and Education. IV. Philosophy and the Teacher. V. On the Education of Women. VI. Life, Art, and the Humanities. VII. Communism and the American Colleges. Review by K. I. Brown, *Jour. Higher Educ.*, 25: 337–338, June 1954.

293. Tead, Ordway. *Trustees, Teachers, Students: Their Role in Higher Education.* Salt Lake City: University of Utah Press. 1951. 120 p. Portion of section on trustees, *Jour. Higher Educ.*, 22: 171–180, 226, April 1951. (*Author:* Chairman, Board of Higher Education, New York City.)

Four addresses delivered at the Utah Conference on Higher Education, September 1950. The fifth, "The Role of the College Teacher in Our Culture" was delivered at a conference in Chicago. Review by A. D. Henderson, *Jour. Higher Educ.*, 23: 165–166, March 1952.

294. Thompson, Ronald B. Educational Alternatives. In *Vital Issues in Education* (Report of 21st Educational

Conference of the Educational Records Bureau, 1956. Arthur E. Traxler, *ed.*), p. 115–121. (*Author:* Registrar, Ohio State University.)

Discusses various methods of meeting impending increases in college enrollments, including expansion of present campuses, better use of present facilities, extension of secondary schools, building branches of present institutions, establishing State-supported colleges, obtaining additional revenue, raising tuition fees, and limitation of enrollments.

295. THWING, CHARLES FRANKLIN. *College Administration.* New York: Century Co., 1900. 321 p. (*Author:* President, Western Reserve University, 1890–1921.)

"This is, I think, the first book published on the administration of the American college. It grows out of my own reflection, work, experience, and reading. . . . Its subject, too, is of unique value in the endeavor to relate the American college and university more vitally to American life."—Prefatory note. Seven chapters: I. The Organization of American Education. II. The Constitution of the American College. III. The College President. IV. Special Conditions and Methods of Administration. V. The Government of Students. VI. Financial Relations. VII. Administration and Scholastic Problems of the Twentieth Century. Reports conditions and practices in many institutions. Chapter on Financial Relations covers 106 pages, almost one-third of the volume. Makes possible many significant comparisons with conditions a half century or more later.

296. TRAXLER, ARTHUR E., *ed. Long-Range Planning for Education. A Report of the 22nd Educational Conference, New York City, Oct. 31 and Nov. 1, 1957. Held Under the Auspices of the Educational Records Bureau and the American Council on Education.* Washington: American Council on Education, 1958. ix,185 p. (*Author:* Director, Educational Records Bureau.)

Contains a score of papers and addresses dealing with the future of the junior college, the liberal arts college, and women's colleges; also use of tests, student values, and development of reading skills. Similar contents for reports of previous annual conferences.

297. VALENTINE, PERCY F., *ed. The American College.* New York: Philosophical Library, 1949. xvi,575 p. (*Author:* Dean of Instruction, San Francisco State College, California.)

"A tidal wave of students swept into the classrooms of American colleges and universities shortly after the close of World War II. No college was prepared for such a demand upon it." Many phases of resulting college problems discussed by 17 authors of as many chapters, including general education, experiments in instruction, junior colleges, counseling, student activities, welfare services, public relations, and the graduate school. Reviews by C. M. Louttit, *Educ. Adm. & Sup.*, 37: 187–188, March 1951; by E. D. Grizzell, *Educ. Outlook,* 25: 220, May 1951; by M. Bradbury, *Educ. Research Bull.*, 30: 27–28, Jan. 1951; by O. Tead, *Jour. Higher Educ.*, 21: 332, June 1950; by O. D. Froe, *Sch. Review,* 58: 428–429, Oct. 1950; and by A. K. Manchester, *So. Atlantic Quart.*, 50: 130–131, Jan. 1951.

298. WEAVER, DAVID ANDREW. *Builders of American Universities: Inaugural Addresses.* Alton, Ill.: Shurtleff College Press, 1952, 2 vols. Vol. I, *Privately Controlled Institutions,* 381 p. Vol. II. *State Universities,* 426 p. (*Author:* President, Shurtleff College, Illinois.)

Volume I contains brief biographies and inaugural addresses by 19 college and university presidents from 1836 to 1921. Volume II contains brief biographies and inaugural addresses by 20 college and university presidents from 1829 to 1947.

299. WOODBURNE, LLOYD STUART. *Principles of College and University Administration.* Stanford, Calif.: Stanford University Press, 1958. ix,198 p. (*Author:* Dean, University of Washington.)

A comprehensive treatment. Chapter headings: I. University Organization. II. Physical Plant and Budgetary Control. III. College or School Administration. IV. Faculty Personnel Administration. V. Procedures on Tenure and Promotion. VI. Curriculum and Teaching. VII. Departmental Administration. VIII. Non-Academic Personnel. IX. Educational Priorities and Operational Research. X. Research Work and the Graduate School. XI. Dean of Students' Office. XII. Summer Session and Adult Education. Bibliography, 25 titles.

II. *Functions and Organization*

1. GENERAL

300. Association of University Evening Colleges. *Proceedings*, 1958. v, 184 p.

Contains a variety of papers presented at general sessions and reports of sectional discussion meetings at the 20th annual meeting of the Association. Appendix (p. 176–184) contains materials used at University of Cincinnati for "Evaluating Faculty Performance." Similar volumes of proceedings of earlier annual meetings.

301. Bain, Read. How Liberal Is the Liberal Arts College? *AAUP Bull.*, 39: 624–631, Winter 1953–54. (*Author:* Professor of Sociology, Miami University, Ohio.)

"So I conclude that most Liberal Arts colleges are not very liberating. . . . They are bogged down in over-specialization; mired in outworn curricula; corrupted with intellectual snobbery; damned by extracurricularity. . . . This much seems clear. If the Liberal Arts college does not provide a liberating higher education and proper preprofessional training for all subsequent professional education, it cannot long survive." For reply, see B. Reuse, No. 385.

302. Barnes, *Sir* George. Quality or Quantity. *Bull. Atomic Scientists*, 14: 380–384, Nov. 1958.

Comments of an Englishman on American education. Finds an over emphasis on providing education to the greatest number of persons with too little attention to giving abler students greater opportunities.

303. Baugher, A. Charles. The Harrisburg Center for Higher Education: Its Background and Program. *Jour. Higher Educ.*, 30: 27–30, Jan. 1959. (*Author:* President, Elizabethtown College, Pennsylvania.)

Describes the cooperative arrangement for nonduplicating college facilities in the Harrisburg, Pennsylvania, area, at first in 1951–52 through the joint efforts of Elizabethtown College and Lebanon Valley College, joined later by Temple University, Pennsylvania State University, and University of Pennsylvania. Enrollment in the Center has increased from 171 to 1,227. "In order to meet the educational needs of a community, it seems entirely consistent with the principles of sound economy and good educational administration to bring existing facilities and services together through a program such as that of the Harrisburg Center for Higher Education in which the cooperating colleges and universities can pool their strengths and enrich their curriculums while maintaining their separate identities."

304. Benjamin, Harold *and* Hutchins, Robert Maynard. Education — What and How? *Jour. Higher Educ.*, 23: 27–39, 57–60, Jan. 1952. (*Authors:* (1) Dean, College of Education, University of Maryland; (2) Chancellor, University of Chicago.)

A debate sponsored by the Roosevelt College Alumni Association. Includes series of questions and answers by the 2 speakers and extended comments by Peter A. Carmichael, Louisiana State University, and Harry D. Gideonese, Brooklyn College.

305. Bergendoff, Conrad. Are Our Universities Big Enough? *Christ. Scholar*, 37: 34–39, March 1954. (*Author:* President, Augustana College, Illinois.)

"In asking this question I am not thinking of enrollments, or budgets, or plants. In these matters our institutions of higher learning are the biggest in the world. Unfortunately none of them, in themselves, make for great schools. In comparisons with the dimensions of life itself, how big are they? Do they meet the deepest needs of humanity or the highest purposes of man? Are they as broad as life?"

306. Bestor, Arthur E. The American University: A Historical Interpretation of Current Issues. *Coll. & Univ.*,

32: 175–198, Winter 1957. (*Author:* Professor of History, University of Illinois.)

"The fundamental issues of university education in the mid-twentieth century are similar throughout the world. As knowledge increases and becomes more specialized, can the university succeed in preserving a common ground of intellectual understanding among educated men and women, thus remaining a *uni*versity instead of degenerating into a *multi*versity?" Criticizes increasing vocationalism of the American university and development of the elective system.

307. **Biddle, William Wishart,** *and* **Biddle, Loureide J.** *Growth Toward Freedom: A Challenge for Campus and Community.* New York: Harper & Bros., 1957. x,171 p.

"The wisdom, the hope, the self-discipline to grow toward responsible freedom—these are the keys to a future tolerable to humanity. Is there a more delicate and difficult task, a higher challenge to come to higher education?" Reviews by T. R. Batten, *Adult Educ.*, 8: 61, Autumn 1957; by J. S. Roucek, *Coll. & Univ.*, 33: 225–227, Winter 1958; by H. R. Bottrell, *Educ. Forum,* 22: 119–120, Nov. 1957; by B. Brownell, *Jour. Higher Educ.*, 29: 171, March 1958; and by J. F. Kimball, *Sch. Exec.*, 76: 126, June 1957.

308. **Brickman, William W.** Church, State, School. *Sch. & Soc.*, 85: 122–127, April 13, 1957. (*Author:* Associate Professor of Education, New York University.)

Critical reviews of 25 books published during the previous 5 years, "in the controversial area of church-state-school relations."

309. **Britton, William E.** Objectives of Higher Education in America. *AAUP Bull.*, 42: 256–267, Summer 1956. (*Author:* Professor of Law, University of California.)

Presidential address before AAUP. Good historical treatment. Includes replies from 11 "leaders in American life" who were asked by the writer to state their conception of "the basic objectives of higher education," including Walter Lippman, Learned Hand, Ralph J. Bunche, Charles W. Mayo, Cecil B. de Mille, and Will Durant.

310. **Brownell, Baker.** *The College and the Community: A Critical Study of Higher Education.* New York: Harper & Bros., 1952. vii,248 p. (*Author:* Professor of Philosophy, Northwestern University, Illinois.)

These chapters on higher education have been written across uneven times and in different climates of criticism. If they seem to say both Yes and No, that is because higher education today is both good and bad. It is an area of tension where growth is not always separable from decay. On the one hand the university is a costly and pretentious failure in the field of the Humanities. . . . On the other hand the university is the seat of the scientific culture of this age and as such is of immeasurable value in our Western world." Contains 19 chapters treating various aspects of the subject. Reviews by N. Calderwood, *Coll. & Univ.*, 28: 121, Oct. 1952; by L. L. Jarvie, *Jour. Higher Educ.*, 23: 499–500, Dec. 1952; and by E. W. Harrington, *Quart. Jour. Speech,* 38: 473, Dec. 1952.

311. **Carmichael, Oliver C.** Some Educational Dilemmas. In Carnegie Foundation for the Advancement of Teaching, *46th Annual Report*, 1950–51, p. 10–20. Also in *AAUP Bull.*, 37: 627–639, Winter 1951. (*Author:* President of the Foundation.)

"A survey of the current educational scene reveals a series of conflicts that baffle and confuse. Some represent ancient dilemmas that have persisted for centuries. Others are of more recent origin." Discusses 6 such dilemmas: Depth vs. Breadth in Scholarship, Discovery vs. Dissemination of Knowledge, Objectivity vs. Values in Education, The Immediate vs. the Remote Objective in Learning, Freedom vs. Regimentation in Higher Education, and Faculty vs. Administration in Determining Educational Policy.

312. ——— Neglected Areas in Education. In Carnegie Foundation for the Advancement of Teaching, *47th Annual Report*, 1952, p. 10–19. Also in *AAUP Bull.*, 38: 356–367, Autumn 1952. (*Author:* See No. 311.)

"Despite the voluminous literature dealing with curriculum, methods, goals, administration, financing, and staffing of education, a survey of the educational landscape reveals barren spots that continue to warrant examination. It is the purpose of this paper to consider a number of these." Discusses Consideration of Basic Issues, Dynamics of Education, Scientific Method and Liberal Education, Confusion of Terms, and Nature of Truth and Essentials for Attaining It.

313. **Colwell, Ernest C.** Inter-University Co-operation. *Lib. Quart.*, 22: 1–4, Jan. 1952. (*Author:* Visiting pro-

fessor, Emory University, Georgia; formerly President, University of Chicago.)

"Cooperation between Universities in the United States of America is increasing rapidly in extent. More than forty cooperative programs involving colleges and universities are now in operation in this country. Some of these involve no more than two institutions. One of them involves as many as forty institutions of higher education. . . . A joint approach to the task of improving the structure and the functions and the aims of higher education is full of promise for the future of higher education in these United States today."

314. Conant, James B. *The Citadel of Learning.* New Haven: Yale University Press, 1956. 79 p. (*Author:* U.S. High Commissioner to Germany; President Emeritus, Harvard University.)

Three essays, the first 2 treating the main functions of a university, teaching and research. Third considers "the situation that now confronts American education, or rather I should say, confronts all American citizens." Discusses the "role of the university in promoting the applications of science to medicine, to industry, to agriculture, and to national defense." Reviews by A. P. Farrell, *America,* 95: 534+, Sept. 8, 1956; and by O. Tead, *Jour. Higher Educ.,* 27: 506, Dec. 1956.

315. Coons, Arthur G. Preservation of Educational Ideals in a Period of Rapidly Increasing Enrollments. In Western College Association, *Proceedings,* Fall 1956, p. 59–68. (*Author:* President, Occidental College, California.)

Gives numerous suggestions derived from a variety of sources. Stresses improved compensation and recognition for faculty members.

316. Cowley, William H. The Higher Learning Versus the Higher Education. *Jour. Higher Educ.,* 25: 401–410, 453–454, Nov. 1954. (*Author:* Professor of Higher Education, Stanford University.)

Address by author at his inauguration as David Jacks Professor of Higher Education. States that this professorship is "the first endowed chair of higher education in the United States and, indeed, in the world." Says: "I shall attempt to do two things: first, to discuss the study of education in general, and second, to review my conception of the study of higher education." Traces development of "education" as a subject of university study from first proposal at Amherst College in 1826. Finds first course in higher education was given at Clark University in 1893, and about 20 universities now offer such courses. Lists 9 "points of strength of American colleges and universities." Discusses at some length relative claims of teaching and research. "Colleges and universities are, in fact, mighty powerhouses producing most of the country's highly trained manpower and a large proportion of its knowledge power. . . . Not a few professions, indeed, give all their enthusiasm to the higher learning and consider teaching, or the higher education, to be a chore to be neglected whenever it interferes with their research." Considers also various proposals for reorganization of higher education. Bibliography, 15 titles.

317. Cundiff, Edward William. *The University Summer Session.* Stanford, Calif.: Stanford University, 1952. Abstract in the Stanford University. *Abstracts of Theses* . . . 1951–52, p. 492–494.

Unpublished doctoral dissertation (Ed. D.). Primary purpose: "To evaluate the general administrative, educational, fiscal, and personnel policies of university summer sessions throughout the United States." Based on data secured from 90 institutions. Studies especially factors operating in 16 successful and 16 unsuccessful summer sessions.

318. Davidson, Arthur O. A Concept of Development for Iowa Colleges. *Assoc. Amer. Coll. Bull.,* 43: 609–615, Dec. 1957. (*Author:* Vice President, Luther College, Iowa.)

"A true and complete development program is far more comprehensive and should include plans for curriculum, faculty, students, finance, and plant. I will limit this presentation to some of the essentials of such a program, give some examples, and then concentrate somewhat on one phase that is usually overlooked."

319. Davidson, Carter. Trends and Developments in Higher Education. *Lib. Quart.,* 24: 275–283, Oct. 1954. (*Author:* President, Union College, New York.)

Reviews briefly history and purposes of many American colleges beginning with Cornell University in 1868. "Culture, character, competence, and citizenship as the objectives of the modern university combine the best of the old and the new—and that has been the dream of the teacher since the beginning of civilization."

320. Davis, Paul H. All the World Stand Aside. *Assoc. Amer. Coll. Bull.,*

43: 269–273, May 1957. (*Author:* Educational Consultant, Los Angeles, Calif.)

Report of an observer, engaged by *Readers' Digest* to visit 40 colleges and universities each year to gather information for confidential use of the management of the magazine. Identifies 6 types of institutions. "At the conclusion of the first year's 40 visits, I had expected to have an extensive list of items which appeared to be common denominators of high achievement, but I did not; I ended with only two. First, the superior college has a concept of where it is and where it is going. . . . Second, each of the colleges of high achievement that I visited is obviously convinced to the depth of its soul that it is on the right road."

321. Dawson, Christopher. Universities Ancient and Modern. *Cath. Educ. Review*, 56: 27–31, Jan. 1956. (*Author:* "The noted English Catholic cultural historian.")

Compares the English university with the American university and discusses the University of the Future. "If the ideal of higher education for all becomes generally acceptable, the vital issue will be not between the English and American systems, but between the American and the Russian; between a system in which the State determines the curriculum and selects the teachers and the students, and the system in which the student is free to choose his own education, and the university is free to offer whatever form of education it chooses."

322. DeVane, William Clyde. *The American University in the Twentieth Century.* Baton Rouge: Louisiana State University Press, 1957. xi,72 p. (*Author:* Dean, Yale University.)

First of series of Mitchell Lectures at Tulane University, Louisiana. Consists of four lectures, historical and interpretative in character: The University—Its Scope and Function, The College, The Liberating Studies, and The University and the National Culture. Review by W. G. Bowling, *Coll. & Univ.*, 33: 207–209, Winter 1958.

323. D'Heurle, Adma. Some Observations on the Evening College. *Jour. Higher Educ.*, 29: 261–266, 291–292, May 1958. (*Author:* Assistant Professor of Psychology, St. Xavier College, Illinois.)

States that the purposes, methods, and subject matter of the evening college within a university should be reappraised in terms of the purposes and standards of the university. "A glance at the catalogs of a few representative colleges of major universities throughout the country leaves no doubt in the observer's mind that the evening college is here to stay and that it is playing an important role in higher education today."

324. Dobbins, Charles G., *ed. The Strength to Meet Our National Need.* Washington: American Council on Education, 1956. vii,125 p. (*Author:* Staff member, American Council on Education).

Report of a meeting of representatives of 62 constituent members of the American Council on Education in Washington, March 19–20, 1956, to formulate a statement of issues and problems in higher education for use of President's Committee on Education Beyond the High School. Contains addresses by 7 leaders in education on demand for educational opportunities, manpower needs, responsibilities of the Federal government, need for qualified students, need for qualified teachers, and need for expanded facilities. Also summaries of discussion groups considering these topics.

325. Donovan, Herman Lee. *Keeping the University Free and Growing.* Lexington: University of Kentucky Press, 1959. xi,162 p. Extract "The Vanishing University Trustee" in *Peabody Jour. Educ.*, 36: 259–263, March 1959. (See No. 743.) *Author:* President Emeritus, University of Kentucky.)

"Designed to summarize the principal activities, achievements, and problems of the University during the years of my administration from 1941 to 1956. Not all the achievements of the University during this period, nor all the problems, are discussed. The problems considered are those that offered the greatest challenge to the President and his colleagues. . . . The reader must not regard this book as an autobiography, though it necessarily contains some autobiographical material. Nor is it a history of the period, though it contains considerable historical material useful to a future historian of the University. The book is primarily a report on the major problems that one college president encountered, how squarely he faced them, and how he tried to solve them." Contains separate chapters, among others, on relations to faculty, public relations, athletics, and the library. Appendix (p. 145–155), "Reading Assignment for College Presidents."

Introductory to 4 lists of books, President Donovan says: "In response to many requests that I make available the titles of autobiographies and biographies of college and university presidents that I have collected over a period of three decades, I am glad to publish these lists. I am adding the histories of a few institutions of higher education, since most of such histories contain brief biographical sketches of their presidents." Lists: Autobiographical, 38 titles; Biographical, 54 titles; Historical, 34 titles; Inspirational, 27 titles. Review, *Peabody Jour. Educ.*, 36: 218–219, Jan. 1959.

326. Duncan, Otis Dudley *and* Redick, Richard W. Illustrative Projections of College Enrollment in Illinois and the Chicago Standard Metropolitan Area to 1990. *Jour. Gen. Educ.*, 8: 74–85, Jan. 1955. (*Authors:* (1) Associate Director; (2) Research Assistant; both of Chicago Community Inventory.)

"Projection of future college enrollments in Illinois . . . were prepared on the basis of several alternative sets of assumptions. . . . According to that combination of assumptions which yields the highest figures, enrollment in Illinois will increase over the 'normal' 1950 level by 2 percent by 1955, 98 percent by 1970, 131 percent by 1980, and 213 percent by 1990." Methods and procedures stated and detailed tables given.

327. DuPont, Henry B. Technology and the Liberal Arts. *Tech. Review*, 58: 187–190, 214–220, Feb. 1956. (*Author:* Vice President, E. I. DuPont de Nemours Co., Wilmington, Del.)

"The future of both industry and education may very well be determined by how closely the two can work out their problems together. The need for cooperation is greater than ever before. I am confident that if we work together we will find reasonable and satisfactory solutions to our mutual problems."

328. Dyer, John Percy. *Ivory Towers in the Market Place.* New York: Bobbs-Merrill Co., 1956. ix,205 p. (*Author:* Dean, University College, Tulane University, Louisiana.)

A study of the evening college, its nature, its practices, and its problems. Discusses the evening college student, the development of the institution, the community relationship, the curriculum, the staff, and liberal education. Reviews by W. K. Selden, *Assoc. Amer. Coll. Bull.*, 42: 475–477, Oct. 1956; and by G. W. Miller, *Jour. Higher Educ.*, 27: 509–511, Dec. 1956.

329. Edmondson, James B. Fraudulent Schools and Colleges. *Sch. & Soc.*, 72: 33–35, July 15, 1950. (*Author:* Dean, School of Education, University of Michigan.)

Reports appointment of committee by National Education Association Department of Higher Education, with the writer as chairman, to eliminate diploma mills and other shyster colleges from American higher education. States there are "more than 1,000 questionable or outright fraudulent schools and colleges."

330. Education and U.S. Business: New Partners. *Sat. Review.* 40: 11–19, 28. Jan. 19, 1957.

A group of five articles designed to promote goodwill and understanding between business and education. "The Culture of the Business Man," by Crawford H. Greenewalt, President, E. I. du Pont de Nemours Co.; "New Goals for Business," by H. W. Prentis, Jr., Chairman, Armstrong Cork Co.; "Business in Cap and Gown," by Courtney C. Brown, Dean, Graduate School of Business, Columbia University; "Neil H. McElroy: From Soaps to Scholarships," by W. D. Patterson, Associate Publisher, *Saturday Review;* and "Business, Our Newest Profession" (editorial), by W. D. Patterson.

331. Eisenhower, Dwight D. The Land-Grant Institutions and the Challenge of Peace. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1954. p. 22–24. (*Author:* President of the United States.)

"I conceive 'liberal' to mean that type of education that lays a groundwork of understanding of our society, the kind of education that allows an individual to relate one fact to another, to get the whole in proper perspective with relationship to the society in which we live, including the world society. As distinguished from mere fact and knowledge and technique and practice, it means, in my mind, understanding of knowledge rather than mere knowledge. Now, this leads me to the thought that I should like to leave with you. There is no aspiration, there is no dream on the horizon of man's hopes and beliefs and faith that is so strong, so vivid as the dream of peace—lasting peace. . . . Over the long term when we think of our children and our grandchildren I think it is enough to say that peace is not primarily in the hands of elected political leaders. It is in the hands of the family and the home, the church and the school."

332. Eisenhower, Milton S. Education for International Understanding. *Educ. Record*, 35: 243–249, Oct. 1954. (*Author:* President, Pennsylvania State University.)

Address at Charter Day Convocation at centenary celebration of Lincoln University, Pennsylvania, April 29, 1954. "Thus in the struggle for the minds of men in which our generation is engaged, our colleges and universities are on the front line leading the cause of freedom in brotherhood toward the day when there shall be widespread understanding among the peoples of the world, and peace with justice among the nations."

333. EMCH, ARNOLD F. Long Range Planning for Colleges and Universities. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 41–57. (*Author:* Partner, Booz, Allen, & Hamilton, Management Consultants. (Chicago.)

"The results of this study are summarized in this article. They are based on (1) an analysis of 45 consulting assignments conducted by Booze, Allen, & Hamilton in the institutional and educational fields and involving long-range planning; (2) a review of relevant published material in the educational field; (3) a review of the results of 21 self-studies conducted by a group of colleges and universities; (4) interviews with 27 educational leaders, representing individual colleges and universities, educational associations and councils, foundations, and State, regional and Federal educational agencies; and (5) the planning practices and experiences of 831 colleges and universities as shown by complete replies to a comprehensive questionnaire on long-range planning. The presentation is divided into six parts, as follows: (1) a definition of long-range planning, (2) the need for long-range planning, (3) the present status of institutional planning, (4) the planning process, (5) implementing long-range planning, and (6) summary of key principles."

334. FINK, JEROME SANFORD. *The Purposes of the American Colonial Colleges.* Stanford, Calif.: Stanford University, 1958. 224 p. Abstract in *Diss. Abstracts*, 18: 1328–1329, April 1958.

Unpublished doctoral dissertation (Ed. D.). Studies the official documents, curriculums, products, and related statements regarding the nine colleges organized between 1636 and 1776. Concludes that "the education of ministers was but one of the aims of America's colonial colleges. . . . The colonial colleges came into being as liberal arts colleges, not as theological seminaries."

335. FITZPATRICK, EDWARD AUGUSTUS. *How to Educate Human Beings.* Milwaukee, Wisc.: Bruce Publishing Co., 1950. xiii, 174 p. (*Author:* Dean, Graduate School, Marquette University, Wisconsin.)

Based on Centennial Lectures on Liberal Education in honor of the Wisconsin State Centennial. Covers purposes of higher education, curriculum, the teacher, and the student. Reviews by W. P. Tolley, *Assoc. Amer. Coll. Bull.*, 37: 106–108, March 1951; by T. Heck, *Cath. Educ. Review*, 48: 568–569, Oct. 1950; by G. E. VanderBeke, *Cath. Sch. Jour.*, 50: 25A, Nov. 1950; by L. T. Benezet, *Jour. Higher Educ.*, 23: 336–337, June 1952; and by A. R. Mead, *Relig. Educ.*, 46: 124–125, March 1951.

336. FREASE, FOREST W. Recent Autobiographers Criticise Their Colleges. *Educ. Forum*, 18: 321–326, March 1954. (*Author:* Professor of English, Colorado State College of Education.)

Quotes many individuals, most of them expressing unfavorable judgments on their college teachers or college experiences. "The indictment by some against higher education is so harsh that in view of these criticisms colleges and universities could well re-examine their aims and their accomplishments."

337. FURST, HAROLD. *An Inquiry Into University Organization and Administration.* Stanford, Calif.: Stanford University, 1954. 291 p. Abstract in *Diss. Abstracts*, 14: 1597–1598, Oct. 1954.

Unpublished doctoral dissertation (Ph. D.). "The study attempts to point up areas of improvement within the institution's organization and administration, and at the same time focuses upon significant unsolved problems worthy of scholarly attention. . . . It finds that, in large measure, the administration of colleges and universities does not use fully, in its own operations, the knowledge stored within its halls."

338. Get-Together. *Time*, 69: 64–66, Feb. 18, 1957.

Reports interinstitutional cooperation of 13 Virginia colleges and universities who are members of the Richmond Area University Center, methods of financing, and benefits achieved.

339. GOULD, SAMUEL B. The Dimensions of a College. *Sch. & Soc.*, 85: 67–70, March 2, 1957. (*Author:* President, Antioch College, Ohio.)

Discusses 4 dimensions—intellectual, adventuresomeness, spiritual, and community.

340. GRESHAN, PERRY EPLER. A Call to the Friends of Learning. *Rotarian*, 89: 22–23, Nov. 1956. (*Author:* President, Bethany College, West Virginia.)

Says that modern civilization seems to honor power and success more than intellectual learning. Believes time is ripe for revival of interest in culture and scholarship.

341. Griswold, Alfred Whitney. The Free Economy of Students. *Sat. Review*, 36: 7–8, 34–37, March 27, 1954. (*Author:* President, Yale University.)

Expresses deep concern over decline of the liberal arts as a force in our national educational system. Urges colleges to maintain the liberal arts in their fullest health and vigor, and to expand liberal arts training for secondary school teachers.

342. ——— *Essays on Education.* New Haven: Yale University Press, 1954. xiii,164 p. (*Author:* See No. 341.)

"The essays that comprise this book were written in the course of duty during my first three years in an office that affords all too little opportunity for literary effort. Most of them were delivered as addresses on various formal academic occasions." Contains 14 reports and addresses, including inaugural address. Review by H. W. Jones, *Jour. Higher Educ.*, 25: 394–395, Oct. 1954.

343. ——— *In the University Tradition.* New Haven: Yale University Press, 1957. v,161 p. (*Author:* See No. 341.)

Contains 15 essays or addresses on wide range of subject matter identifying and interpreting various aspects of university education. Review by F. E. Lund, *Jour. Higher Educ.*, 30: 118, Feb. 1959.

344. ——— *Liberal Education and the Democratic Ideal, and Other Essays.* New Haven, Conn.: Yale University Press, 1959. x,136 p. (*Author:* See No. 341.)

"I do not believe liberal education to be a universal prescription or panacea—for all American youth. But neither do I believe it to be a thing of the past. I believe it is a thing of the present and the future. . . . With a few minor changes, the essays that follow stand exactly as they were written. The first five discuss the general nature of liberal education, its origin, history, and fundamental purposes. The rest deal in various ways with the environment in which we can expect liberal education to fulfil its aims and perform its historic role. All have been published before. . . . The dates of their original publication range from 1951 to 1958." Contains 14 essays.

345. Hamilton, Thomas H. *and* Varner, Durwood B. The Meadow Brook Seminars on Higher Learning Sponsored by Michigan State University. *Jour. Eng. Educ.*, 49: 553–558, March 1959. (*Authors:* Vice Presidents, Michigan State University.)

"On January 3, 1957, Michigan State University received from Mr. and Mrs. Alfred G. Wilson a gift of their 1,400-acre Meadow Brook Estate in Oakland County, Michigan, and two million dollars for the establishment of a new university. . . . The building of a new educational institution is a very rare event in the academic world, an event which offers opportunities in educational experimentation . . . in planning for education for tomorrow's world which should not be approached with any but the most openminded view. . . . In carrying out this philosophy, seminars of invited authorities have been held covering engineering, teacher education, business, and science and liberal arts." Presents summary of the seminar in engineering, Aug. 16, 1958, giving ideas advanced by six leading engineering educators. Conclusion: "We must depend for our engineering progress on extremely able men who are well educated liberally, scientifically, mathematically, and as engineering scientists."

346. Hand, Learned. Freedom and the Humanities. *AAUP Bull.*, 38: 520–527, Winter 1952–53. (*Author:* Judge, U.S. Circuit Court, New York.)

Address at 86th Convocation of University of State of New York (State Education Department). "What I have to say will be directed toward . . . the preparation of citizens for their political duties. I shall argue that the 'humanities' instead of being regarded only as a solace, a refuge, and an enrichment of the individual—as indeed they are—are also an essential factor in training him to perform his duties in a democratic society."

347. Hawkins, Hugh D. Three University Presidents Testify. *Amer. Quart.*, 11: 99–119, Summer 1959. (*Author:* Faculty member, Amherst College Massachusetts.)

Three university presidents presented their views at the request of the trustees of the newly established Johns Hopkins University concerning the proper administration of a university—Charles W. Eliot, Harvard University; James B. Angell, University of Michigan; and Andrew D. White, Cornell University. A carefully documented study of certain aspects of the founding of Johns Hopkins University.

348. Henry, David Dodds. Higher Education in Transition. *Sch. & Soc.*,

85: 84–86, March 6, 1957. (*Author:* President, University of Illinois.)

Excerpts from inaugural address. States 12 problems that confront higher education involving faculty, students, and facilities.

349. Hook, Sydney. Perennial and Temporal Goals in Education. *Jour. Higher Educ.*, 23: 1–12, Jan. 1952. (*Author:* Professor of Philosophy, New York University.)

"Never before in the history of American education has there been such concern with the objectives of higher education as in the last decade or two. . . . Objectives may be conveniently divided into three groups which overlap: first, powers, skills, techniques; second, subject-matter, fields of study, and interests; third, personal and moral habits, values, and loyalties." Discusses each in detail and makes constructive recommendations.

350. Horn, Francis H. Problems Facing Higher Education. *Teach. Coll. Record*, 57: 360–370, March 1956. (*Author:* Pratt Institute, New York.)

"With the exception of the issue of academic freedom, I believe that all problems facing higher education today and in the next two decades can be considered within the framework of what has come to be called 'the impending wave of college students.' . . . Who should go to college? What should be the nature of the education provided? Who should provide the educational services needed? How shall higher education be financed?" States reasons for his belief that college enrollments "will at least triple in the next twenty years."

351. ——— Enduring Values in a Changing World. *Lib. Educ.*, 45: 222–226, May 1959. (*Author:* President, University of Rhode Island.)

Portion of inaugural address, Oct. 15, 1958. States that in any age a college must foster the basic values—truth, beauty, integrity, and love.

352. Horner, John E. Neglected Purposes in Higher Education. *Improv. Coll. & Univ. Teach.*, 6: 107–110, Autumn 1958. (*Author:* Assistant to the President, University of Omaha, Nebraska.)

"As the higher learning in America reviews the purposes which it is currently neglecting, it is urged that thoughtful consideration be given to the advancement of a more vigorous cross-fertilization of the traditional and experimental purposes." Asserts that this is the way for "higher education to grow from boyhood to manhood."

353. Houle, Cyril O. The Evening College. *Jour. Higher Educ.*, 25: 362–372, 398–399, Oct. 1954. (*Author:* Professor of Education, University of Chicago.)

Description of origin, development, organization, and services of the hypothetical New Francisco University, metropolis of the State of West Dakota.

354. ——— *and* Nelson, Charles A. *The University, The Citizen, and World Affairs.* Washington: American Council on Education, 1956. xv,179 p. (*Authors:* (1) Dean, University College, University of Chicago; (2) Management Consultant.)

A "comprehensive treatment of the role of the university in educating adults about world affairs. . . . It will be of guiding value, not only to many institutions which have been involved in the survey program, but to all colleges and universities with their role in the education of citizens in world affairs." Bibliography, 20 titles. Review by D. G. Scanlon, *Teach. Coll. Record,* 58: 397–400, April 1957.

355. Hullfish, H. Gordon, *ed.* *Educational Freedom in an Age of Anxiety.* (12th Yearbook of the John Dewey Society.) New York: Harper & Bros., 1953. xviii,229 p. (*Author:* Professor of Education, Ohio State University.)

Contains 11 chapters, by various authors, on different aspects of the problem.

356. Hutchins, Robert Maynard. *The Conflict in Education in a Democratic Society.* New York: Harper & Bros., 1953. vii,112 p. (*Author:* President, Fund for the Republic.)

Analyzes the shortcomings of higher education in America both in philosophy and in practice, and proposes a new interpretation of liberal education. Based on lectures at University of Uppsala, Sweden, in 1951, and at University of Toronto, Canada, in 1952. Reviews by A. P. Farrell, *America,* 91: 109, April 24, 1954; by H. G. Hullfish, *Educ. Leader.,* 11: 385–387, March 1954; by J. C. Estrin, *High Points,* 36: 76–78, Feb. 1954; by H. D. Gideonese, *Jour. Higher Educ.,* 25: 105–106, Feb. 1954; by J. V. Falconieri, *Jour. Teach. Educ.,* 5: 84–85, March 1954; by M. L. Baker, *Jun. Coll. Jour.,* 25: 59–62, Sept. 1954; by M. P. Anderson, *Mich. Educ. Jour.,* 31: 365–366, April 1954; by R. Murphy, *Quart. Jour. Speech,* 40: 325–331, Oct. 1954; by W. Taylor, *Relig. Educ.,* 49: 359, Sept.

Oct. 1954; by R. Ulrich, *Sat. Review,* 36: 28, Sept. 12, 1953; and by K. W. Bigelow, *Teach. Coll. Record,* 55: 338–340, March 1954.

357. Improving Institutional Efficiency. In Association of Urban Universities, *Proceedings*, 1958, p. 62–74.

Panel discussion by Harold B. Maynard, President, H. B. Maynard & Co., on "Use of Good Management Practices," and by Robert M. Little, Consulting Architect, University of Miami, Florida, on "Proper Development and Use of Buildings." Followed by discussion.

358. JOHNSON, B. LAMAR. Higher Education Looks to the Future. In Western College Association, *Proceedings*, Spring 1956, p. 50–59. (*Author:* Professor of Higher Education, University of California, Los Angeles.)

"As we look to the future we can anticipate a continually changing civilization and society, a changing population, expanding production, increased wealth, new comforts and conveniences, more leisure; but also new complex and continuing problems of adapting to change and of improving man's relation to man. Within our society of tomorrow, higher education has a magnificent opportunity to serve the youth of America."

359. ——— Opportunity Ahead in Higher Education. *Sch. & Soc.*, 84: 115–118, Oct. 13, 1956. (*Author:* See No. 358.)

Makes five major predictions regarding enrollment, type, function, and methods in higher education which can be expected by 1980.

360. JOHNSON, EDGAR N. *and others. Freedom and the University: The Responsibility of the University for the Maintenance of Freedom in the American Way of Life.* Ithaca, N.Y.: Cornell University Press, 1950. vii,129 p.

Consists of six essays by different authors who discuss the sources of the universities' traditions, the preparation of students for professional training, the place of new scientific research, and the limits, if any, which should be placed on intellectual freedom.

361. JORGENSEN, ALBERT N. Education and the World Community. In American Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 20–29. (*Author:* President, University of Connecticut.)

Presidential address. "I want to suggest that that ideal of education which has stirred the hearts of most of us since we began our careers is just that ideal which is needed for the health of this diversified world-community. And I hope to make the further, smaller point that this same ideal of education possesses a third face; and it is the ideal of a democratic Republic like our United States."

362. KANDEL, ISAAC LEON. Some Educational Paradoxes. *Educ. Forum*, 22: 261–272, March 1958. (*Author:* Professor of Education Emeritus, Teachers College, Columbia University.)

Discusses following paradoxes: In Praise of the Ivory Tower, The Accumulation of Knowledge, Philanthropic Grants and External Control, A Tidal Wave but no Dam, Professional Complacency, Equalitarianism and the Cult of the Average, and The Ph. D. Octopus.

363. KILLIAN, JAMES R., JR., The Will to Be Strong in Sciences. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 30–36 (*Author:* President, Massachusetts Institute of Technology, on leave; Scientific Adviser to the President of the United States.)

Describes his work as Scientific Adviser, especially the organization and activities of 5 panels—Science and Technology in Foreign Affairs, Scientific Information, Space Science, Research Policy, and Scientific and Engineering Education. "The work of these five panels . . . is but a sample of the requirements and needs which face the United States as we seek to bring our scientific effort to concert pitch."

364. KNAPP, ROBERT H. *and* GOODRICH, HUBERT B. *Origins of American Scientists: A Study Made Under the Direction of a Committee of the Faculty of Wesleyan University.* Chicago: University of Chicago Press, 1952. xiv,450 p. (*Authors:* Faculty members, Wesleyan University, Connecticut.)

Results of a study of educational backgrounds of some 18,000 American scientists. Assesses the relative contributions of almost 500 colleges and universities. Reviews by S. S. Visher, *Sch. & Soc.,* 77: 152–153, March 7, 1953; and by K. W. Bigelow, *Teach. Coll. Record,* 54: 460–463, May 1953.

365. KNOWLES, ASA A. Emerging Features of Tomorrow's Higher Education. *Educ. Record*, 38: 329–339, Oct.

1957. (*Author:* President, University of Toledo, Ohio.)

States and discusses 13 practices, "broad and farreaching in scope," including increases in junior colleges, in 2 years of college education, in enrollments, in commuting students, in postgraduate students, in attractiveness of college teaching, and in other features.

366. Lindsey, Fred D. Crisis Building Up in College Classrooms. *Nation's Bus.*, 44: 56, 63, June 1956.

States that demands on colleges and universities could reach crisis stage in 10 or 15 years. Considers four questions: Shall higher education be offered to all who are willing and able to take advantage of its opportunities? Whose responsibility is it to provide for facilities? Will educational standards deteriorate? Where is the money coming from?

367. Lowry, Howard Foster. *The Mind's Adventure: Religion and Higher Education.* Philadelphia: Westminster Press, 1950. v,154 p. (*Author:* Faculty member, College of Wooster, Ohio)

Shows that education, to be truly liberal, must recognize the contributions of religion. Five chapters: Halfway in the Century, Vision and Revision, Liberal Education and Religion, The Church College, The Last Half of the Century. "The heart of the book is probably Chapter III which considers the relations of religion and education. Can a liberal education include religion and remain what it is supposed to be?"—Preface.

368. Lyle, Edwin Leroy. *Opinions of Physicians, Lawyers, and College Professors in Oklahoma Concerning Recent Critical Judgments of Public Education.* Norman: University of Oklahoma, 1956. 122 p. Abstract in *Diss. Abstracts*, 16: 1406, Aug. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses to an opinionnaire containing 77 specific criticisms of education from 633 physicians, lawyers, professors of liberal arts, and professors of education in Oklahoma. Finds that all "four professional groups are much more favorable toward public education than some of the critics would have us believe."

369. McKean, Dayton D. In Defense of the Big University. *Colorado Quart.*, 5: 410–414, Spring 1957. (*Author:* Dean, Graduate School, University of Colorado.)

Insists that students will obtain better education at a big university than at a small one because the large institution has the money to provide equipment and staff necessary for a greater variety of courses.

370. Mayer, Frederick. *New Directions for the American University.* Washington: Public Affairs Press, 1957. ix,52 p. Portion of one chapter as "Teaching With Books," in *Improv. Coll. & Univ. Teach.*, 6: 103–104, Autumn 1958. (*Author:* Professor of Philosophy, University of Redlands, California.)

Contains five chapters: The Goals of Education, The Challenge of Education, The Teacher, The Obstacles, Toward Creative Education. Reviews by T. Gordon, *Calif. Teach. Assoc. Jour.*, 60: 113–114, Nov. 1958; by L. B. McCall, *Jour. Higher Educ.*, 29: 228, April 1958; and by H. L. Parsons, *Teach. Coll. Record*, 60: 113–114, Nov. 1958.

371. Menke, Robert Frank. *The Selection of Criteria Relating to Institutional Excellence as Developed in the Field of Organization and Administration of Higher Education, and Their Application to Arizona State College at Tempe, Arizona.* Evanston, Ill.: Northwestern University, 1951. Abstract in the Northwestern University, *Summaries of Doctoral Dissertations*, 1951, p. 265–270.

Unpublished doctoral dissertation (Ph. D.). Formulates 24 tentative criteria and reports judgments of 48 college presidents and of 55 staff members of Arizona State College concerning their validity. Conclusion: "The acceptance of all of the 24 criteria as highly desirable is justified, since they represent the best educational thought."

372. Morris, Van Cleve. Male, Female, and the Higher Learning: The Educational Significance of Differences Between the Sexes. *Jour. Higher Educ.*, 30: 67–72, Feb. 1959. (*Author:* Associate Professor of Education, Douglass College, Rutgers University, New Jersey.)

"Rutgers is one of those anachronisms out of the academic past—a sexually segregated university with all-male and all-female classes in its principal undergraduate divisions. I am often asked whether the needs, the interests, and the scholastic pasture of the two groups are different in any significant way." Discusses four important psychological differences between the sexes in America, and considers their implications for higher education.

373. Morton, John R. *University Extension in the United States.* University: University of Alabama Press, 1953. xv,144 p. (*Author:* Director of Continuation Education, University of Alabama.)

A study by the National University Extension Association made with the assistance of a grant from the Fund for Adult Education. "This is a report of a study of the origins and development of university extension, its functions and administrative arrangements, facilities used, staffs, users, financing, principal subject areas, and methods of development and instruction in the group of [76] institutions now holding membership in the National University Extension Association. Unless otherwise indicated, the facts presented here are for the school year 1951–52." Bibliography, 56 titles.

374. New Dimensions for the College Teacher: A Symposium. *Educ. Record*, 35: 182–193, July 1954.

Contains four papers: (1) "Teacher and Student in the 1960's: Some Problems and Opportunities," by Albert C. Jacobs, President, Trinity College, Connecticut; (2) "Special Problems of the Four-Year College," by William H. Conley, Assistant to the President, Marquette University; (3) "Special Problems, Opportunities, and Approaches of the Urban University," by Malvina Schweizer, Assistant Professor of Biology, New York University; (4) "The Student Point of View," by James M. Edwards, President, U.S. National Student Association.

375. *New Dimensions of Learning in a Free Society.* Pittsburgh, Pa.: University of Pittsburgh Press, 1958. ix,289 p.

Contains reports of seminar addresses, discussions, public lectures, and inaugural address at inauguration of Edward Harold Litchfield as Chancellor of University of Pittsburgh. Seminars were devoted to The Disciplines, Graduate School, Professional Schools, Health Professions, Continuation Education, and Student Affairs.

376. *New Directions for University Adult Education: Institution Centered.* Chicago: Center for the Study of Liberal Education for Adults, 1955. 47 p. (Notes and Essays on Education for Adults, No. 11.)

Contains 2 articles: "Faculty Organization at Rutgers," by G. Stuart Demarest, Chairman, Department of English, University College, Rutgers University; and "The Basic Program at Chicago," by Galway Kinnell, Director, Liberal Arts Program, University College, University of Chicago.

377. Nixon, Richard M. A Challenge to American Education. *Sch. & Soc.*, 86: 103–104, March 1, 1958. (*Author:* Vice President of the United States.)

Portion of address at Yeshiva University, Dec. 15, 1957. "Without question, our most fundamental challenge lies in the field of education. Our military and economic strength can be no greater than our educational system. That is why the American educational system is being subjected today to one of the most penetrating periods of criticism and reexamination in our national history. This is as it should be."

378. Noble, Hubert C. Protestants and Higher Education. *Christ. Cent.* 76: 384–385, April 1, 1959. (*Author:* General Director, National Council of Churches Commission on Higher Education.)

"Some questions are posed by the fact that governments, secular interests, and Catholics are confronting the problems of higher education better than Protestants."

379. Packard, Charles E. The Analysis of a Student-Faculty Rating for College Objectives. *Assoc. Amer. Coll. Bull.*, 36: 280–287, May 1950. (*Author:* Associate Professor of Biology, Randolph-Macon College, Virginia.)

Reports in two tables relative ranking in order of importance of 12 objectives of a liberal arts college as judged by faculty and by students and discusses their significance. "Comparison of the two tables shows both similarity and marked differences."

380. Perdue, James Everett. *James Bryant Conant's Conceptions of the Structuring of Educational Functions.* Stanford, Calif.: Stanford University, 1952. Abstract in Stanford University, *Abstracts of Dissertations* . . . 1951–52. p. 45–47.

Unpublished doctoral dissertation (Ph. D.). Analyzes and criticises President Conant's "efforts to blend the Jeffersonian and Jacksonian strains of American social philosophy" in higher education. Discusses "five unresolved problems which Mr. Conant still faces." Considers also "what six educators of the past and present consider to be the functions of American higher education: Henry P. Tappan, Charles W. Eliot, Daniel Coit Gilman, Abraham Flexner, Robert Maynard Hutchins, and W. H. Cowley."

381. Prentis, Henning W., Jr. Liberal Education for Business and Industry. *AAUP Bull.*, 38: 345–355, Autumn 1952. (*Author:* Chairman of the Board, Armstrong Cork Co.)

Shows the value of such education in the business world. "I came to the conclusion several years ago that any man could claim to be liberally educated . . . if he had, first, a storehouse of facts; second, trained his mind to think straight; third, acquired mental humility; and fourth, developed within himself a sense of fitness of things which we in business call judgment."

382. Rabinowitch, Eugene. Science and Humanities in Education. *AAUP Bull.*, 44: 449–464, June 1958. (*Author:* Professor of Botany, University of Illinois.)

"I should like to emphasize the necessity of *integration* of all three areas of education—'life-adjustment,' science, and the humanities, all three of which, I believe, are needed to produce generations of Americans fit to survive and capable of leadership in the scientific age."

383. Riesman, David. *Constraint and Variety in American Education.* Lincoln: University of Nebraska Press, 1956. xiv,166 p. (*Author:* Professor of Social Sciences, University of Chicago.)

Contains first three lectures in University Lectures in Humanities. "The plan of these three lectures is to place American higher and secondary education in its cultural contact." First lecture, "The Academic Procession" (p. 15–52), deals with changing ideas and objectives in higher education. Review by G. Watson, *Teach. Coll. Record,* 58: 283–284, Feb. 1957.

384. Roucek, Joseph S. *ed. The Challenge of Science Education.* New York: Philosophical Library, 1959. xi,491 p. (*Author:* Faculty member, University of Bridgeport, Connecticut.)

Thirty collaborators discuss the subject from various points of view and for different levels of education—elementary, secondary, and higher. Section on "College and University Education" (p. 187–318), includes chapters on engineering, industrial education, mathematics, biology, medicine, physics, chemistry, zoology, conservation, and social science.

385. Rouse, Blair. A Not Too Humble Remonstrance Against Illiberality in Education. *AAUP Bull.*, 40: 36–40, Spring 1954. (*Author:* Professor of English, Emory University, Georgia.)

A reply to R. Bain (No. 301). "The proposal set forth in the article under discussion has no relation to a liberal education in any respect. It describes a species of technological indoctrination comparable in most respects to the training which masquerades as higher education in totalitarian countries."

386. Russell, John Dale. Influences That Determine the Nature and Direction of College and University Programs. *North Cent. Assoc. Quart.*, 28: 275–289, Jan. 1954. (*Author:* Chancellor and Executive Secretary, New Mexico Board of Educational Finance.)

Discusses influence of forces within the individual institution; forces in the local community; statewide, regional, national, and international agencies; and general tendencies of contemporary society. "The varied range of forces here enumerated is sufficient to indicate why the making of prophecies about the future of higher education is a hazardous business."

387. Sadler, McGruder. Some Crucial Issues in Higher Education. *Assoc. Amer. Coll. Bull.*, 39: 7–16, March 1953. (*Author:* President, Texas Christian University.)

Presidential address. "Because of the limitations of time we can mention only two of the many crucial issues in the field of higher education today. . . . The maintenance of a constructive balance between voluntarily-supported and tax-supported colleges and universities. . . . Can religion be restored to a position of Centrality in education?"

388. Salomon, Louis B. How Impractical Are the Humanities? *AAUP Bull.*, 41: 277–288, Summer 1955. (*Author:* Assistant Professor of English, Brooklyn College, New York.)

"The humanities have seen their once mighty empire eaten away by nibbling attacks until they currently find themselves in a sort of Formosa-bastion from which they now and then issue manifestos full of faith and determination, and from which even their supposed enemy—the awesome combine of the natural and social sciences—has so far made no serious effort to dislodge them."

389. Schindler, Clayton M. Stepchild of the College Campus. *Jour. Higher Educ.*, 23: 191–197, 227–228, April 1952. (*Author:* Coordinator of

Extension Activities, Kent State University, Ohio.)

A questionnaire and interview study of relationships existing between 72 off-campus undergraduate divisions of colleges and universities, enrolling 55,000 students, and the campus organization.

390. **Schroeder, Henry John.** *Spans of Responsibility: An Evaluation of the Organization of Selected Institutions of Higher Education.* College Park: University of Maryland, 1951. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1953, p. 34–35.

Unpublished doctoral dissertation (Ph. D.). Spans of administrative control of three to nine individuals are studied with conclusion that about five are best. Analyzes the organizational patterns of seven widely different types of college and university control and compares their patterns of control with the previously developed ideal of a five-man span.

391. **Shedd, Clarence P.** The Road Ahead for Religion in Higher Education. *Christ. Scholar*, 38: 270–283, Dec. 1955. (*Author:* Professor of Christian Methods, Yale University Divinity School.)

Lecture at convocation of Yale Divinity School, April 14, 1955. States and discusses six doors that "are open for both a positive Christian witness and for the reshaping of aims and processes in higher education so that students graduate with sound reason for knowing that faith in God and devotion to those great ethical conceptions of truth, goodness, beauty, life, justice, and brotherhood, that find their deepst rootage in our Judean-Christian heritage, make sense in our modern chaotic world."

392. *The Small Non-Accredited College: Its Place in American Higher Education.* New York: Council for Financial Aid to Education, Inc., 1957. 12 p.

"A survey (1956) of 53 of these institutions shows a total enrollment of 25,000 students, a total capital investment of $65,000,000, annual operating budgets totaling $15,000,000, and a willingness and a teaching capacity to take care of nearly twice as many students." States the paradox: "It needs accreditation to get money; and needs money to get accreditation."

393. **Smith, Huston.** *The Purposes of Higher Education.* New York: Harper & Bros., 1955. xi,218 p. (*Author:* Associate Professor of Philosophy, Washington University, Missouri.)

An outcome of faculty discussions at Washington University. A presentation of the spirit that should pervade a good institution of liberal education and of the principles which should shape its curriculum. In two sections: I. "Education Beyond Six Opposites," with six chapters: Absolutism versus Relativism; Objectivity versus Commitment, Freedom versus Authority, Egoism versus Altruism, The Individual versus the State, and Sacred versus Secular. II. "The Aims of Liberal Education," with four chapters: Knowledge, Abilities, Appreciations, and Motivations.

394. **Smith, Robert Franklin.** *A Study of the Organization and Objectives of a Selected Group of Pennsylvania Colleges and Universities.* University Park: Pennsylvania State University, 1956. 115 p. Abstract in *Diss. Abstracts*, 16: 1377–1378, Aug. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 33 institutions. Studies composition of boards of trustees, preparation of presidents and deans, and stated purposes of the institutions.

395. **Stoddard, George D.** A Reappraisal of the Philosophy and Purposes of Higher Education. *Educ. Record*, 34: 231–244, July 1953. (*Author:* President, University of Illinois; Chairman, Problems and Policies Committee, American Council on Education.)

Report of discussion of the Problems and Policies Committee of the Council. "In publishing this report, the Committee hopes to raise basic issues rather than to resolve them. Specific problems are presented and efforts to find answers are explored." Includes three papers and discussions of them: (1) "The Impact of Expansion of Knowledge," by Charles W. Cole, President, Amherst College, Massachusetts; (2) "Education and America's Need," by Gordon Keith Chalmers, President, Kenyon College, Ohio; and (3) "Greater Recognition of Moral and Spiritual Values," by John J. Cavanaugh, former President, University of Notre Dame, Indiana.

396. ——— Higher Education's Unfinished Business. *Coll. Board Review*, No. 30: 24–28, Fall 1956. (*Author:* Dean, School of Education, New York University.)

A broad consideration of major tasks facing higher education in general and college admissions officers in particular.

397. **Svaglic, Martin J.** Catholics and Learning. *Commonweal*, 67: 8–12,

Oct. 4, 1957. (*Author:* Faculty member, Loyola University, Illinois.)

"Assuming it is true, as we have heard from many sources lately, that Catholics are making a disproportionately small contribution to the nation's intellectual life, is there anything one can do to improve the situation?" Author discusses the possible truth in the statement and looks for solutions. "There are good reasons for optimism about the future, though on these I shall not touch, as we have a long way to go, and humility will take us further than a self-satisfaction bordering on arrogance."

398. **Tead, Ordway.** *Character Building and Higher Education.* New York: Macmillan Co., 1953. xii,129 p. (*Author:* Member, Board of Higher Education, New York City.)

Kappa Delta Pi Lecture for 1953. Points out the elements of the problem and describes various factors related to character building in higher education. Reviews by M. L. Wiley, *Jour. Higher Educ.*, 25: 50–51, Jan. 1954; by J. G. Moore, *Pers. & Guid. Jour.*, 32: 57–58 Sept. 1953; and by H. L. Parsons, *Teach. Coll. Record,* 55: 104–106, Nov. 1953.

399. ——— Higher Education: For Whom and For What? *Educ. Forum*, 19: 133–149, Jan. 1955. (*Author:* See No. 398.)

The Thorne Lecture at Hofstra College, New York, March 2, 1954. Holds the "mirror up to going policy and practice," points out "sins of omission and commission," and arrives at the conclusion that "liberal education is practical education in the long-run view."

400. ——— The Problem of Equality in Higher Education. *Jour. Higher Educ.*, 27: 1–7, 54–55, Jan. 1956. (*Author:* See No. 398.)

Surveys the setting of higher education and offers 13 propositions which suggest ways and means of directing efforts toward the equalitarian goal.

401. ——— A Ten-Year Look Ahead at the Liberal Arts College. *Educ. Record*, 40: 228–236, July 1959. (*Author:* See No. 398.)

Adapted from address at 75th anniversary of Hood College, Maryland. Answers four questions. "What will be the purpose of colleges as we look ten years ahead? What kind of students will colleges have to fulfill their rightfully solid and substantial purposes? What have the liberal arts to do with the purposes of a qualitative, joyous, robust attack on life tomorrow? By what means will liberal purposes be advanced?" Conclusion: "With faith, hope, love, brains, and drive, the college of '69 will be on the side of the angels!"

402. **Tenny, Edward A.** Academic Treason in Liberal Arts Colleges: Real and Alleged Breaches of Loyalty. *Jour. Higher Educ.*, 23: 287–294, June 1952. (*Author:* Dean, Ripon College, Wisconsin.)

Part of outgrowth of study of relative merits of new general education curriculums at Harvard and Yale under auspices of Ford Foundation. "The greatest danger to liberal education is not the attack from without but the treason within. The slow, corrosive, widespread disintegration of liberal institutions throughout the first half of this century is the result of inner treason."

403. **Trueblood, D. Elton.** Why I Chose a Small College. *Readers' Digest*, 35: 38–42, Sept. 1956. (*Author:* Professor of Philosophy, Earlham College, Indiana.)

"It is this concern of the small college for the individual which led me, ten years ago, to decide to leave the security and prestige of a great university and to spend the rest of my life in a smaller school. . . . The professor in the small school may not have all the fancy equipment he wishes he had. But one thing he has: students in numbers small enough so that each, to him, is a person in whose present and future welfare he can take an intimate interest."

404. **Umstattd, James G.** Trends in Avowed Aims. *Jour. Higher Educ.*, 28: 147–154, March 1957. (*Author:* Professor of Secondary Education, University of Texas.)

Compares statements of aims in 1931 and in 1954 in catalogs of 55 colleges and universities in North Central area. "If a single conclusion could be made . . . it would be that vast increase in vocational offerings occurred in the 55 institutions. . . . Thus the institutions of higher learning are reacting to the culture of the times."

405. The University's Role in Adult Education: A Symposium. *Jour. Higher Educ.*, 26: 10–20, 56, Jan. 1955.

A discussion at the Leadership Workshop for Officers of the Association of University Evening Colleges. Four papers: (1) "From the Cradle to the Grave," by John S. Diekhoff, Professor of Education, Hunter College, New York; (2) "The Two Roles of the University in Adult Education," by A. R. Leys, Vice President, Roosevelt College, Illinois; (3) "The University's Role in Adult Education," by William H. Conley, Assistant to the President, Marquette University, Wisconsin; and (4) "New Concepts of the University's Role," by John B. Schwertman, Director, Center for the Study of Liberal Education for Adults.

406. WEAVER, JOHN C. The Facts and Philosophy of Graduate Extension Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 247–248. In slightly different form in *Educ. Record*, 40: 242–248, July 1959. (*Author:* Dean, Graduate College, University of Nebraska.)

"Of twenty universities and colleges visited under a travelling fellowship from the Carnegie Corporation, 14 are not engaged in partial or complete programs away from the main campus. The remaining six have established some type of coordinated program leading to master's degrees at off-campus governmental or industrial installations." Discusses advantages and disadvantages of the plan.

407. WHITE, HOWARD. Do American Colleges and Universities Encourage Their Faculties and Students to Participate Actively in Politics? *Coll. & Univ.*, 30: 324–333, April 1955. (*Author:* Chairman, Department of Government, Miami University, Ohio.)

Discusses the great dearth of material on the subject in activities and publications of national educational associations. Considers both values and difficulties of such participation.

408. WILLIAMSON, RENE DE VISME. Christianity and Higher Education: The Faculty Christian Movement in the United States. *Assoc. Amer. Coll. Bull.*, 41: 88–97, March 1955. (*Author:* Professor of Government, Louisiana State University.)

"There is a growing spiritual awakening in our American institutions of higher education which is becoming known as the Faculty Christian Movement. This movement is something which has sprung up spontaneously among scholars in our colleges and universities. It is to be found in all types of institutions, whether public, private, or denominational." Gives full statement of objectives, methods, results, and future plans.

409. WILLSON, LAWRENCE. Education and the American College. *Educ. Forum*, 21: 361–367, March 1957. (*Author:* Assistant Professor of English, University of California, Santa Barbara.)

"If we can bring ourselves . . . to hearken to the counsel of Emerson and James and Woodberry and Woodrow Wilson and a host of other wise men; we may be able to overcome our occasional terror in the face of our own tradition. We may see the restoration of common sense and common standards in the American college, an intelligent discrimination between vocational and human."

410. WILSON, CHARLES HAROLD. *A Teacher Is a Person.* New York: Henry Holt & Co., 1956. 285 p.

Autobiography of a high school and college teacher in England and America. Includes numerous comments on college teaching and on the American liberal arts college. Reviews by M. M. Miller, *Child. Educ.*, 34: 96, Oct. 1957; by E. R. Jacoby, *Educ. Outlook*, 31: 155, May 1957; by S. B. Gould, *Jour. Higher Educ.*, 28: 230–231, April 1957; by L. M. Morton, *Jun. Coll. Jour.*, 28: 271–272, Jan. 1958; by J. S. Roucek, *Soc. Studies*, 48: 182, May 1957; and by R. Gans, *Teach. Coll. Record*, 58: 459, May 1957.

411. WILSON, HOWARD E. *Universities and World Affairs.* New York: Carnegie Endowment for International Peace, 1951. vii,88 p.

"Part I of this report presents a framework of ideas and queries about the role of colleges and universities in contemporary world affairs. . . . This paper was . . . used as a working paper for a conference of representatives of 8 universities. . . . Part II reports the experience of a group of cooperating universities in testing the concepts of the working paper by survey and appraisal on their respective campuses. Part III formulates a series of suggestions based on the survey experience."

412. WILSON, LOGAN. Will There Be Too Many College Graduates? *Sch. & Soc.*, 81: 97–102, April 2, 1955. (*Author:* President, University of Texas.)

"A major problem confronting us is that of sheer numbers of students to be educated. . . . This wave will strike us with more force in Texas than in most other States. . . . Never before was brain-power so important! Will we develop it fully and use it wisely?"

413. WILSON, LOIS MAYFIELD. *Henry Philip Tappan's Conceptions of the Structuring of University Functions.* Stanford, Calif.: Stanford University,

1954. 192 p. Abstract in *Diss. Abstracts*, 14: 954, June 1954.

Unpublished doctoral dissertation (Ph. D.). Discusses President Tappan's efforts to create a real American university in the new University of Michigan, based in part on University of Berlin as a model.

414. Wilson, Robert H. *A Study of Administrative Organization and Administrative Practices in Washington Public Junior Colleges.* Pullman: State College of Washington, 1958. 198 p. Abstract in *Diss. Abstracts*, 19: 476–477, Sept. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of catalogs, six questionnaires, and personal interviews. Studies especially five administrative officials: superintendent of schools, administrative head, registrar-bursar, director of student affairs, and director of the evening school.

415. Wippel, Arthur R. von. Universities in Transition. *Tech. Review*, 61: 293–295, April 1959.

"Our universities today present a panorama of perplexities. Emergence of research centers logically leads to a new tripartite structure of university organization able to cope with the problems of tomorrow."

416. Wittmer, Felix. Our Night Colleges Are Entitled to Better Support. *Sat. Eve. Post*, 231: 10, Aug. 16, 1958. (*Author:* Professor of History, Queens College, New York.)

Reports that evening college attendance has increased from 30,000 before World War II to 300,000 and that some public colleges now have more night students than day students. Finds evening classes more enjoyable and stimulating, but feels that until evening colleges are given financial and academic support equal to daylight ones they will continue to be forced to short-change the best of their students.

417. Wyllie, Irving G. The Businessman Looks at the Higher Learning: The Evolution of His Present Attitude. *Jour. Higher Educ.*, 23: 295–300, 344, June 1952. (*Author:* Assistant Professor of History, University of Missouri.)

Gives statistical data and quotations to show hostility or indifference on part of business leaders to higher education in latter part of 19th century and marked change in their attitude today. "Today American colleges have more friends in business than ever before in history." Bibliography, 21 titles.

418. Yntema, Theodore O. Everybody Needs a Liberal Education. *Jun. Coll. Jour.* 28: 514–521, May 1958. (*Author:* Vice President, Ford Motor Co., Michigan.)

"I propose to address myself to two questions: (1) What is a 'liberal education'? (2) Why does everybody need a liberal education?"

419. Young, Raymond J. Educational Research in Colleges and Universities. *Jour. Higher Educ.*, 29: 331–335, 351–352, June 1958. (*Author:* Professor of Education, University of Illinois.)

A report on the extent and nature of organized research in the 70 institutions which had such organized programs among 289 offering teacher-education programs. "Evidence seems to indicate a general lack of institutionally supported, organized, systematic educational research as a recognized purpose in many institutions of higher education in the United States. . . . It behooves institutions of higher education to exert leadership in causing research to be an accepted purpose as significant as teaching."

See also Nos. 55, 76, 111, 113, 128, 137, 148, 156, 185, 187, 189, 218, 225, 227, 232, 249, 250, 251, 255, 256, 257, 262, 265, 266, 267, 273, 275, 276, 277, 278, 282, 287, 291, 294, 295, 297, 299, 433, 485, 531, 540, 557, 559, 571, 591, 622, 682, 749, 803, 964, 995, 1064, 1065, 1142, 1500, 1517, 1580, 1584, 1617, 1636, 1638, 2018, 2021, 2031, 2053, 2113, 2114, 2137, 2148, 2159, 2394, 2398, 2403, 2418, 2419, 2483, 2619, 2650, 2651.

2. LEGAL STATUS

420. Blackwell, Thomas E. Legislative Control of Tax Supported Colleges and Universities. *Coll. & Univ. Bus.*, 10: 46–47, May 1951. (*Author:* Treasurer, Washington University, Missouri.)

Discusses the constitutional status and control by legislature of several State institutions of higher education.

421. ——— Is Our Tax Exemption on the Way Out? *Coll. & Univ. Bus.*, 11: 17, Nov. 1951. (*Author:* Vice Chancellor and Treasurer, Washington University, Missouri.)

"Many of us are sometimes prone to forget that exemption from taxation is not an inherent right of educational institutions. . . .

Tax exemption is a privilege and it must be so considered by all institutions that enjoy it. We must see to it that our institutions continue to merit the public confidence thus expressed."

422. ——— Do Colleges Have the Right of Eminent Domain? *Coll. & Univ. Bus.*, 13: 44–45, Sept. 1952. (*Author:* See No. 421.)

Discusses various cases in which the principle was involved. Concludes that privately controlled institutions as well as publicly controlled ones have the right "as long as they stand ready to serve the public without discrimination."

423. ——— The Legislature and the Board of Regents. *Coll. & Univ. Bus.*, 17: 43, Oct. 1954. (*Author:* See No. 421.)

Shows that regents of University of Nevada enjoy much greater autonomy than those of several other State institutions.

424. ——— The Charter Powers of a College. *Coll. & Univ. Bus.*, 19: 42–43, Dec. 1955. (*Author:* See No. 421.)

Discusses the right of colleges, under their charters, to establish branches outside of States in which they were chartered. Such right was specifically affirmed by a Missouri court in case of Washington University.)

425. ——— Legislative Control of Tax Supported Universities. *Coll. & Univ. Bus.*, 21: 34–35, Sept. 1956. (*Author:* See No. 421.)

"Today, the majority of tax-supported colleges and universities are considered to be public corporations created by the State legislatures and subject to their control. . . . On the other hand, a fortunate few enjoy almost complete immunity from legislative and administrative control." Discusses conditions especially in Michigan and Utah.

426. ——— For Handbook on College Law. *Coll. & Univ. Bus.*, 25: 35–36, July 1958. (*Author:* Educational Management Consultant.)

Announcement of plans for compilation of a Handbook under a grant from U.S. Steel Foundation. "The primary purpose of the book would be to give the college administrator an awareness and understanding of basic law and legal concepts as they relate to the college, and to assist in planning procedures so as to avoid the possibility of litigation."

427. BREWER, MARY ELIZABETH. *Controls Placed Upon Student Behavior by the Colleges, Courts, and Legislatures.* Durham, N.C.: Duke University, 1958. 258 p. Abstract in *Diss. Abstracts*, 19: 1262–1263, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Analyzes 51 statutes in 27 states and actions of governing boards of 83 private and State-controlled institutions with over 400 students each. "The majority of statutory enactments are outmoded. Courts have argued by analogy rather than by precedent in most cases of student welfare."

428. CHAMBERS, MERRITT M. *The Colleges and the Courts: Decisions Regarding Higher Education in the United States.* 3 vols. Vol. I. 1936–40. New York: Carnegie Foundation, 1941. xiv, 126 p. Vol. II. 1941–45. New York: Carnegie Foundation, 1946. xvii,156 p. Vol. III. New York: Columbia University Press, 1952. x,202 p. (*Author:* Staff member, American Council on Education.)

All three volumes are supplementary to *Charters and Basic Laws* . . . (No. 432), and arranged under same headings. Each volume contains an introductory chapter on trends during the 5-year period under review.

429. ——— College Tort Responsibility Since 1950. *Educ. Record*, 40: 166–172, April 1959. (*Author:* Lecturer on Higher Education, University of Michigan.)

Reports on 16 recent court decisions on liability of institutions of higher education for injuries to persons or property, arising out of negligence.

430. COLLIER, JAMES M. *and* GEORGE, JOHN J. Education and the Supreme Court. *Jour. Higher Educ.*, 21: 77–83, Feb. 1950. (*Authors:* (1) Professor of Political Science; (2) Research Fellow; both of Rutgers University, New Jersey.)

Reviews various decisions of the Supreme Court involving State control and rights of individuals to admission, attendance, and curricula at State-supported institutions. "Of the cases considered, in two matters only has the Supreme Court upheld the position of the State in an educational issue."

431. DUKER, SAM. Education and the Supreme Court, 1950–1954. *Educ. Forum*, 19: 207–215, Jan. 1955. (*Author:* Assistant Professor of Education,

Brooklyn College, New York; former attorney.)

"During the past five years important and far-reaching decisions have been handed down by the Supreme Court on matters directly affecting our schools. These decisions have dealt with three subjects: the separation of Church and State; statutes dealing with alleged subversion among teachers; segregation by race in public education."

432. ELLIOTT, EDWARD C. *and* CHAMBERS, MERRITT M. *Charters and Basic Laws of Selected American Universities and Colleges.* New York: Carnegie Foundation for the Advancement of Teaching, 1934. vii,640 p. (*Authors:* (1) President, Purdue University; (2) Honorary Fellow, Ohio State University.)

Contains charters and related laws of 51 representative institutions of various types with historical notes and digests of judicial decisions appended. Covers 24 private institutions, including 3 chartered by the Crown of England, 3 by an English colony in America, 2 by the Congress of the United States, 24 by States; and 19 public institutions, including 1 municipal and 18 State institutions. Gives valuable tabular summary of membership and method of selection of members of governing boards. For three supplementary volumes, see No. 428.

433. ——— *and* ——— *The Colleges and the Courts: Judicial Decisions Regarding Institutions of Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1936. x,563 p. (*Authors:* See No. 432.)

"This volume represents, it is believed, a pioneer effort to assemble and to classify the more significant of the records of the judicial experience of American institutions of higher education." Covers 962 cases, involving Federal or State decisions, arranged topically in 31 chapters, grouped in five parts. I. University and College Personnel. II. State and Municipal Institutions. III. Privately Controlled Institutions. IV. Fiscal Relationships With Governmental Units. V. Financial Support From Private Sources; Institutional Property. Bibliography, 111 titles.

434. GACEK, EDWARD JOHN. *Private Junior College Legislation in the United States.* Storrs: University of Connecticut, 1958. 316 p. Abstract in *Diss. Abstracts,* 19: 1001–1002, Nov. 1958.

Unpublished doctoral dissertation (Ph. D.). Presents analysis of legislation in 20 States which "provide general legislation pertaining to the establishment of private junior colleges" enacted during the past 30 years.

435. GRIFFITH, MAURICE F. Recent Developments in State Legislation for Junior Colleges. *Jun. Col. Jour.,* 25: 3–9, Sept. 1954. (*Author:* Dean, Casper Junior College, Wyoming.)

Lists six sources of information for junior college legislation. Summarizes actual legislation in 20 States.

436. HOLLIS, ERNEST V.; LAND, WILLIAM G.; *and* MARTORANA, SEBASTIAN V. *Survey of State Legislation Relating to Higher Education, July 1, 1956 to June 30, 1957.* Washington: Government Printing Office, 1957. (U.S. Office of Education Circular No. 511.) iv,104 p. (*Authors:* With U.S. Office of Education.)

Gives abstracts of legislation enacted, also of that introduced but not enacted, in each State, classified under 31 major topics including bond issues, building programs, dormitories, expansion of existing institutions, establishment of new institutions, State surveys, tuition fees, loans and scholarships, employees and faculty, retirement and social security. Shows 13 States authorized new or continuing surveys to plan expanded programs for higher education.

437. ——— ——— *and* ——— *Survey of State Legislation Relating to Higher Education, July 1, 1957 to June 30, 1958.* Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 552.) iv,115 p. (*Authors:* See No. 436.)

Similar in content to No. 436 but includes for first time summaries of appropriations made for current operation and capital outlay. Shows 14 States authorized new or continuing surveys to plan expanded programs of higher education.

438. KELLY, FRED J. *Land-Grant Colleges and Universities: A Federal-State Partnership.* Washington: Government Printing Office, 1952. (U.S. Office of Education Bulletin 1952, No. 21.) iv,27 p. (*Author:* With U.S. Office of Education.)

After brief introduction, gives texts of 15 Federal Laws and Rulings relating to Federal funds for instruction in Land-Grant institutions. Bibliography, 8 titles.

439. **Martorana, Sebastian V.** Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 24: 459–471, April 1954. (*Author:* Dean, Ferris Institute, Michigan.)

"Presents the results of a survey of State legislation affecting junior colleges which was considered by legislatures meeting in 1953." Found such legislation in 11 States and Territory of Alaska.

440. ——— Recent State Legislation Affecting Junior Colleges. *Higher Educ.*, 12: 91–93, Feb. 1956. (*Author:* With U.S. Office of Education.)

"During the 1954–55 biennium 26 State legislatures took action affecting the junior college level of education." Summarizes it under headings: Educational Ferment, Organization, Financial Support, Purpose and Scope.

441. ——— Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 26: 328–341, Feb. 1956. (*Author:* See No. 440.)

Fifth biennial survey of State legislation "affecting the community-junior college level of American education. . . . Legislative action affecting junior colleges considered during the 1955 legislative sessions is the main subject of this report. Besides merely presenting summaries of the legislative actions considered, however, it attempts also to interpret the findings of the survey." Reports that 11 States enacted pertinent laws and 11 considered such legislation without enacting it.

442. ——— Recent State Legislation Affecting Junior Colleges. *Jun. Coll. Jour.*, 28: 307–321, Feb. 1958. (*Author:* See No. 440.)

Detailed review, by States, of legislation enacted in 35 States, chiefly during legislative sessions of 1957.

443. ——— Recent Legislation Proposed Affecting Junior Colleges. *Jun. Coll. Jour.*, 28: 372–379, March 1958. (*Author:* See No. 440.)

Detailed review, by States, of legislation considered but not enacted by 23 States, chiefly during legislative sessions of 1957.

444. **Robb, Felix C.** *and* **Tyler, James W.** The Law and Segregation in Southern Higher Education: A Chronology. *Educ. Forum*, 16: 475–480, May 1952. (*Authors:* (1) Dean of Instruction; (2) Graduate Student; both of George Peabody College for Teachers, Tennessee.)

Gives a chronological summary, with numerous details, of 17 court decisions from 1936 to 1950 by U.S. Supreme Court and courts in Maryland, Missouri, Tennessee, Oklahoma, Texas, and Louisiana. Bibliography, nine titles.

445. **Steiner, Arch K.** *State School Legislation, 1957.* Washington: Government Printing Office, 1959. (U.S. Office of Education Bulletin 1959, No. 10.) iv,189 p. (*Author:* With U.S. Office of Education.)

"Brief resume of the laws having Statewide educational implication enacted by the 48 State legislatures which met in 1957." Arranged by States, with section under each State devoted to higher education. General summary of higher educational legislation: "Provides new programs or increases funds for scholarships; new or expanded building authorities and programs; increases general appropriations and establishes new methods of financing; establishes new or extends present study commissions; salaries or benefit of personnel increased or liberalized."

446. **Stewart, Ward.** Legislation in the 84th Congress of Interest to Higher Education. *Higher Educ.*, 13: 8–12, Sept. 1956. (*Author:* With U.S. Office of Education.)

"The recently adjourned eighty-fourth Congress was characterized—in both its first and its second sessions—by an unusually large volume of legislative activity of interest to higher education." Summarizes it under 12 headings.

447. **Young, Raymond L.** *An Analysis and Evaluation of General Legislation Pertaining to the Public Junior College.* Boulder: University of Colorado, 1951. Abstract in University of Colorado, *Bulletin*, April 11, 1952, p. 105–106. Summarized, in part, in *Jun. Coll. Jour.* 21: 444–452, May 1951; 22: 72–75, Oct. 1951.

Unpublished doctoral dissertation (Ed. D.). "Legislative enactments in the several States appear to have followed no systematic pattern of development, and some States have no general legislation pertaining to public junior colleges. Thirty States have public junior colleges which are controlled and governed by a political subdivision less than a State."

448. ——— General Legislative Needs for the Public Junior Colleges in the North Central Area. *North Cent. Assoc. Quart.*, 26: 287–294, Jan. 1952. (*Author:* Staff member, Oklahoma Agricultural and Mechanical College.)

Based on author's doctoral dissertation, No. 447. Studies provisions found in general legislative enactments concerning junior colleges, according to a statistical weighting given by administrators and specialists in junior college education.

See also Nos. 4, 83, 187, 201, 228, 236, 237, 249, 270, 271, 282, 294, 308, 465, 552, 553, 586, 600, 628, 709, 710, 715, 719, 720, 738, 748, 770, 887, 1000, 1075, 1130, 1239, 1277, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1447, 1494, 1518, 1538, 1574, 1753, 1877, 2353, 2400, 2456, 2457.

3. PUBLICLY CONTROLLED INSTITUTIONS

449. **Adolfson, Lorentz H.** The Extension System of the University of Wisconsin. *State Gmt.*, 30: 80–83, 91, April 1957. (*Author:* Director, Extension Division, University of Wisconsin.)

Describes successful system of eight extension centers, developed to meet need for first 2 years of study after high school.

450. **Allen, Henry E.** Practices of Land-Grant Colleges and State Universities Affecting Religious Matters. *Sch. & Soc.*, 76: 359–363, Dec. 6, 1952. (*Author:* Coordinator of Students Religious Activities, University of Minnesota.)

Based on questionnaire responses from 65 institutions. "No attempt was made to explore the curricular presentation of religious subject matter. The three main divisions of the inquiry were designed to ascertain: (1) Policies regarding use of university property and buildings for religious activities and the activities of religious organizations; (2) practices regarding appointment and financial support of religious workers; (3) procedure involved in securing information concerning students' religious affiliation."

451. **Armstrong, Wesley Earl** *and* **Beach, Fred F.** State Teachers Colleges in the State Structure for Education. *Jour. Teach. Educ.*, 6: 105–113, June 1955. (*Authors:* With U.S. Office of Education.)

Traces the development of teacher education from establishment of first public normal school in 1839 to absorption of teachers colleges in State systems of higher education. Classifies systems of State control in four patterns. Lists 76 institutions that were designated as "State colleges or universities" from 1935 to 1954, with year of change, and nature of governing board provided.

452. **Ashton, John W.** Teaching Religion in the State University. *Phi Delta Kappan*, 40: 311–313, May 1959. (*Author:* Vice President, and Dean, Graduate School, Indiana University.)

Offers a rationale for fitting religion into the program of a State university concerned with the fullest interpretation of man and his place in the world.

453. **Campbell, George W.** University Extension Centers in Higher Education. *Teach. Coll. Record*, 59: 156–162, Dec. 1957. (*Author:* Director, University of Alabama Center.)

"For about seventy-five years universities have made serious efforts to meet the needs of off-campus persons for higher education. . . . The demand for extension-center services has reached a new high." Considers offerings at lower division, upper division, and graduate levels, and special role of extension-service activities not met by other forms of organized education. Conclusion: "The special role of extension centers might well be to minimize the shifting gap betwen education that is needed and education that is provided by existing facilities."

454. **Carlson, William S.** *ed. State University of New York: Its Progress and Prospects. Proceedings of the Third Symposium Sponsored by the State University of New York.* Albany: State University of New York, 1953. 148 p. (*Author:* President of the University.)

"As it finished its fifth year under the law which created it, the State University of New York called together many of its administrators, teachers, and students to consider our 'progress and prospects' at that key point. Outstanding educators from other universities and leading citizens of other callings joined us, too, in delineating the State University's role. . . . We believe that these symposia serve a highly useful purpose in providing a forum for important topics." Includes 5 major divisions: Progress and Prospects in Medical Education (3 speakers); The Nature of the University (13 speakers); The Role of Education in Our Society (3 speakers); The Educational Needs of a People (3 speakers); and State Universities: Their Progress and Prospects (4 speakers). For report of first symposium, see No. 459.

455. Diekhoff, John Siemon. *Democracy's College: Higher Education in the Local Community.* New York and London: Harper & Bros., 1950. xi,208 p. (*Author:* Associate Professor of English, Queens College, New York.)

Six chapters: I. The Local College. II. The Control of Public Colleges (including Federal aid). III. Local Support for Local Colleges. IV. Central Function of the College. V. The College and the Community. VI. Staffing the College. Chapter VI covers teacher shortage, training of faculty, academic freedom, and evaluation of faculty services. Reviews by J. S. Allen, *Coll. & Univ.*, 26: 127, Oct. 1950; by M. R. Hinson, *Educ. Forum,* 15: 372, March 1951; by R. C. Weller, Jr., *Harvard Educ. Review,* 21: 271–273, No. 4, 1951; by A. M. Coon, *Jour. Higher Educ.*, 22: 112, February 1951; and by L. L. Medsker, *Jun. Coll. Jour.*, 20: 484–488, April 1950.

456. Eddy, Edward Danforth, Jr., *The Development of the Land-Grant Colleges: Their Program and Philosophy.* Ithaca, N.Y.: Cornell University, 1956. 672 p. Abstract in *Diss. Abstracts*, 16: 2084, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). For published form, see No. 457. Deals with origin and development of the 69 institutions. "The general conclusion is that the institutions have become a distinct and unique form of American education by their program divisions into three fields of instruction, research, and extension."

457. ——— *Colleges for Our Land and Time: The Land-Grant Idea in American Education.* New York: Harper & Bros., 1956. xiv, 328 p. Foreword by Russell I. Thackrey, Executive Secretary, American Association of Land-Grant Colleges. (*Author:* Vice President and Provost, University of New Hampshire.)

Based on the author's doctoral dissertation, No. 456. "In this book for the first time the author has told the story of the Land-Grant Movement from the beginnings to the present. . . . One cannot understand the past and present pattern of American higher education, or think intelligently about its future, without an understanding of the Land-Grant institutions—of their place in the pattern and their influence on the rest of the pattern."—Foreword, Bibliography, 197 titles, including 46 college and university histories. Reviews by J. P. Leagans, *Adult Educ.*, 8: 123–124, Winter 1958; by T. Pouncey, *Coll. & Univ.*, 33: 63–64, Fall 1957; by E. W. Anderson, *Educ. Research Bull.*, 37: 49–50, Feb. 1958; by D. D. Henry, *Jour. Higher Educ.*, 28: 511–512, Dec. 1957; and by M. L. Borrowman, *Teach. Coll. Record,* 59: 357–358, March 1958.

458. Eisenhower, Milton S. Responsibilties and Potentialities of the Land-Grant Colleges and Universities. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1952, p. 25–31. (*Author:* President, Pennsylvania State College.)

Presidential address. Traces history of the land-grant colleges and states their underlying philosophy. "Certainly we recognize that essentially every Land-Grant college in the nation has been broadening its curricula to provide more nearly the type of liberal-practical education envisaged by Jefferson and mandated by the Land-Grant Act. We know our research is multiplying in volume and is entering many new fields. . . . In some of our institutions, the entire university is being extended in formal and informal classes to all the people of the State."

459. Eurich, Alvin C. *ed. Functions of a Modern University: Proceedings of the First Symposium Sponsored by State University of New York.* Albany: State University of New York, 1950. 361 p. (*Author:* President of the University.)

"This Symposium . . . brought together a diversity of expression from a cross-section of our present-day society. More than 2,000 persons, educators, parents, students, as well as outstanding figures in government service, the cultural arts, agriculture, and the health services, participated in the Symposium. The views expressed add up to an impressive panorama of the responsibilities of higher education in the middle of the 20th century. They will be most helpful as plans are made for the further development of the SUNY. . . . This report will prove of lasting interest and benefit to all who are interested in advancing the field of higher education." Includes addresses by James B. Conant, Robert M. Hutchins, Thomas E. Dewey, and James L. Morrill, and reports of eight panel discussions.

460. Farrell, Francis D. The Land-Grant Colleges Since 1900. *Coll. & Univ.*, 31: 302–308, Spring 1956. (*Au-*

thor: President Emeritus, Kansas State College.)

"The major change is the transformation of these colleges from small, weak, struggling, widely unpopular institutions to large, influential, State and national scientific and educational agencies, enjoying widespread public acceptance."

461. Gustavson, Reuben G. Responsibilities and Potentialities of the Land-Grant Colleges and Universities in Research. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1952, p. 36–40. (*Author:* Chancellor, University of Nebraska.)

"What are the significant problems that research must solve if our immediate problem is to take care of 190,000,000 people by 1975?" Discusses several, including soil conservation, viruses, and breeding. "In the next century the Land-Grant colleges and universities must not do less program research but must surely do far more basic research."

462. Hannah, John A. Opportunities and Responsibilities of the Land-Grant Colleges and Universities in Resident Instruction. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1952, p. 31–36. (*Author:* President, Michigan State College.)

"Since the colleges and universities we represent were established specifically to serve the then dominant industry of agriculture primarily, it might properly be asked whether there is a reason for them to continue to exist, now that the great bulk of our people live in urban environments, with all the social, political, economic, and moral problems which develop around great concentrations of population." Discusses three modern objectives for such institutions under changed and changing conditions. Conclusion: "The end-products of our colleges and universities must be young men and women with the training to make the fullest use of the capacities with which they were born in order that they may enjoy the distinctive pleasure of useful achievement. But they must be trained, too, to make the fullest use of their capacity to enjoy those things which lie within the realm of the heart and the spirit. They must be trained, in short, to make good livings and to make good lives."

463. Harrington, Marion T. Mass Education—Without Apology. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1957, p. 19–26. (*Author:* President, Texas Agricultural and Mechanical College System.)

Presidential address. "We have heard 'mass education' used as a synonym for 'mass mediocrity' so frequently for so long that we have almost accepted their equation as inevitable. It seems to me the time has come for us to commit deliberate academic heresy. I believe the time has come for us to throw aside this ancient prejudice and prove that higher education in this country can revolutionize its approach to meet the demands of the times, just as our industry and agriculture have revolutionized theirs." Discusses increasing enrollments staff needs, and finances. "Our colleges are full today and are fighting a difficult battle to maintain the quality of education while handling this quantity. . . . Our challenge now is to meet this nation's needs for true 'mass education' through the application of our most advanced technology and most modern management principles to the educational process."

464. Hauck, Arthur A. The Land-Grant Colleges and the Common Good. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1953, p. 15–21. (*Author:* President, University of Maine.)

Presidential address. "I do not think it presumptuous for me to assert that the staffs and graduates of our Land-Grant colleges and universities are well equipped to contribute effective service and leadership in the world community. I do not claim that they are ideally equipped. They are not. More of them should know more about the problem of existence in other lands. More of them should be intelligently acquainted with the cultures and aspirations of the hundreds of millions of peoples who have now become so dramatically a part of our world. . . . In this address I have dwelt upon the achievements of the Land-Grant colleges and the challenging opportunities for even greater service at home and abroad. Obviously this is not a new theme for a presidential address. But it is one that bears repetition."

465. Hill, David Spence. *Control of Tax-Supported Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1934. 385 p. (*Author:* Staff Associate, Carnegie Foundation.)

Presents concisely the position of the tax-supported institutions in relation to the State governments in each of the 48 States.

466. Hovde, Frederick L. Educational Planning for National Security. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1954, p. 30–35. (*Author:* President, Indiana University.)

Presidential address. States five "goals of service to the nation" which "must receive our joint and serious attention in plans for the future," and presents nine suggestions for institutional improvement. States that "even small gains in effectiveness from each of these operating areas will add up to a major gain on the whole front of higher education."

467. Jones, Lewis Webster. Responsibilities and Potentialities of Land-Grant Colleges in Extension. In Association of Land-Grant Colleges and Universities, *Proceedings*, 1952, p. 40–45. (*Author:* President, Rutgers University New Jersey.)

"The Land-Grant colleges, with their resident teaching, research, and extension programs are the most characteristic contribution of American democracy to higher education. And extension is perhaps the most important educational invention of all. . . . Extension is about as far as you can get from the Ivory Tower, a structure becoming increasingly distasteful to serious educators. . . . More important than particular techniques, I think, is the philosophy of extension, which can guide the work of the whole university bringing every department into vital relationship with the problem of the people of the State it serves."

468. ——— New Dimensions for American Higher Education. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1955, p. 29–37. (*Author:* See No. 467.)

Presidential address. "My function in addressing this distinguished gathering is thus to raise certain large questions. Where does American higher education stand today? Where is it going? And what ideas and principles can we use as guides for the future? I will give a brief answer to all of these questions."

469. Lind, George. ***Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1957.*** Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 541.) vii,101 p. (*Author:* With U.S. Office of Education.)

Gives summaries and individual institutional data on faculty, students, degrees, current income and expenses, and plant assets and obligation. "The present publication is the 88th issue in the Office of Education's series of annual Land-Grant college and university reports, which began with a report for the academic year 1869–70."

470. Morrill, James Lewis. The Place and Primacy of the State University in Public Higher Education. In National Association of State Universities, *Transactions*, 1958, p. 15–22. (*Author:* President, University of Minnesota).

Presidential address. "It seems to me quite clear that the history and development of *public* higher education in this country have conceded the pre-eminence of the comprehensive State university and the combined State and Land-Grant institution. And I would raise the question as to whether that pre-eminence is endangered and imperilled in the currently changing higher educational scene in a good many States, with the later prospect of more in other States." Discusses especially danger of numerous new State institutions seeking legislative appropriations, establishment of super-fiscal-boards and agencies, and the argument for tuition and fees sufficient to meet full operating costs.

471. Religion and the State University. *Jour. Higher Educ.*, 30: 179–235, April 1959.

"Most of this issue of the *Journal* is devoted to the subject of Religion and the State University. The occasion of this special number was the observance by the University of Michigan of the Centennial of the organization of student religious work on its campus. The observance was marked by the publication of a centennial volume, Religion and the State University [No. 475], certain more specialized writings, and a National Consultative Conference on Religion and the State University . . . . The articles which follow are devoted to the evaluation and interpretation of this Conference from various points of view." Contains 12 articles by different authors, half of them interpreting the Conference for the community at large, for the religious body, for governing boards and university administrators, for the curriculum, and for the personnel worker.

472. Religion and the State University. *Relig. Educ.*, 54: 82–177, March-April 1959.

"The report which follows presents selections from addresses at the *First National Consultative Conference* on "Religion and the State University,' sponsored by the University of Michigan . . . at Ann Arbor, Nov. 16–19, 1958. The occasion for the Conference was the Centennial of Student Religious Work at the University of Michigan. The Conference included representatives from 127 colleges and universities in 43 States." Includes 26 articles of varied authorship covering many phases of the subject.

473. **Spence, John Allen.** *A Study of the Need for the Extension and Improvement of the Adult Education Services of the Ohio State University.* Columbus: Ohio State University, 1956. 274 p. Abstract in *Diss. Abstracts*, 16: 1393–1394, Aug. 1956.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To arrive at certain principles and recommendations which will serve as guidelines for the sound development of the Ohio State University's general adult-education programs and services by a study of the educational needs of adults in Ohio; the philosophical, historical, and legal responsibility of the University in this field; the institution's peculiar characteristics and its relationships with other educational institutions in the State; and the comparison of its adult program with those of other universities."

474. Statement of Basic Educational Policy. *Higher Educ.*, 6: 176–177, April 1, 1950.

Reports a comprehensive statement of basic educational policy prepared over a period of years by the planning committee of the National Council of Chief State School Officers. Includes five statements regarding community colleges and 12 regarding institutions of higher education in general.

475. **Walter, Erich A.**, *ed. Religion and the State University.* Ann Arbor: University of Michigan Press, 1958. vi,321 p.

"This book is published to mark 100 years of student religious programs at the University of Michigan. It is a cooperative attempt to describe and define the place of religion in higher education, in the university community, and particularly in the State-supported university. . . . The contributors express a variety of points of view, and many, though not all, represent State universities." Contains 17 chapters, of varied authorship, discussing religious pluralism, separation of church and State, bearing of religion on the humanities, sciences, and professions, and provisions for religious life of students. Review by J. E. Dirks, *Relig. Educ.*, 53: 542–544, Nov. 1958. Review essay, by F. E. Johnson, *Jour. Higher Educ.*, 30: 229–233, April 1959.

See also Nos. 35, 37, 56, 73, 75, 77, 83, 84, 87, 93, 100, 111, 115, 116, 119, 124, 126, 127, 131, 132, 178, 185, 186, 195, 204, 205, 207, 213, 218, 225, 226, 234, 246, 258, 285, 291, 331, 361, 387, 413, 420, 433, 438, 484, 626, 713, 720, 721, 955, 982, 996, 1000, 1031, 1078, 1230, 1274, 1277, 1298, 1302, 1438, 1473, 1513, 1526, 1549, 1557, 1577, 1608, 1624, 1636, 1649, 1692, 1712, 1739, 1875, 1918, 1997, 2448, 2450, 2464, 2466, 2495, 2522, 2569, 2653, 2708.

4. PRIVATELY CONTROLLED INSTITUTIONS

476. **Benezet, Louis T.** The Liberal Arts College: Some Future Functions. *Educ. Record*, 36: 310–316, Oct. 1955. (*Author:* President, Colorado College.)

"The thesis of this paper is that our real challenge of the future is not only to find effective ways of absorbing greater numbers, but to learn to do better what the liberal arts college is peculiarly created to do."

477. **Brown, Kenneth Irving.** *Not Minds Alone: Frontiers of Christian Education.* New York: Harper & Bros., 1954. xv,206 p. Portion, as "The Burden of Creative Leadership," in *Jour. Higher. Educ.*, 24: 339–344, Oct. 1953. Another portion, as "The Terrible Responsibility of the Teacher," in *Christ. Scholar*, 36: 23–28, March 1953. (*Author:* Executive Director, Danforth Foundation; Former president, Hiram College, and Denison University.)

"This book is born of a series of convictions. But the major faith on which it is based is a belief that unless American education, in all of its major manifestations in American life from kindergarten to the graduate school, can be brought to a deeper appreciation of the place of ethical and religious values in the classroom and the goal of spiritual maturity for both the learner and the teacher, American education will continue to fail its own high objective." Chapters devoted to responsibilities of the student, the faculty, and the administration. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 40: 553–556, Dec. 1954; by P. E. Gresham, *Christ. Cent.*, 71: 494, April 21, 1954; and by M. L. Cunninggim, *Christ. Scholar*, 37: 152–154, June 1954.

478. **Burns, Ralph A.**, *with* **Morris, Joe Alex.** The Man Who Invented a

College. *Sat. Eve. Post,* 227: 28–29, 86–88, Nov. 6, 1954.

A report of the founding and development of Fairleigh Dickinson College at Rutherford, New Jersey, under the leadership of President Peter Sammartino. Believes that the necessary leadership and financial backing can be found in other communities, if the need exists.

479. Byrne, Herbert Winston. *A Study of Administrative Practices in Selected Bible Institutes.* Peoria, Ill.: Bradley University, 1952. 399 p. Abstract in *Diss. Abstracts,* 14: 280–281, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on information received from 38 institutions, and personal visits to 14 of them. Covers all major phases of administration. "The major finding of the survey revealed the need of clearly drawn lines of responsibility among the officers of administration."

480. Camp, William E. Why Small Colleges Want to Stay Small. *Coll. & Univ. Bus.,* 26: 45–46, March 1959. (*Author:* Treasurer, Wells College, New York.)

A study of 40 colleges with enrollments between 100 and 1,800, which showed increase in enrollment of 28 percent in average enrollment between 1953 and 1957. States that 40 percent of them have established top limits for enrollments by action of their governing boards and that half of these have already reached these limits. Reports reasons given by these institutions for making such limitations. Reasons given most frequently: (1) Educational philosophy of the institution; (2) size of campus; (3) financial limitations.

481. Carmichael, Oliver C. Contemporary Trends in the Arts College. *Assoc. Amer. Coll. Bull.,* 36: 488–493, Dec. 1950. (*Author:* President, Carnegie Foundation for the Advancement of Teaching.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. "The time is ripe for a rebirth of confidence and hope in the kind of education for which the arts college has traditionally stood. One gets the impression that college faculties are beginning to be aware of that fact but that much imagination, courage, and energy will be required to realize the full potential of the opportunity at hand."

482. Coles, James S. The Place of the Small Liberal Arts College. *Tech. Review,* 58: 137–140, 170, Jan. 1956. (*Author:* President, Bowdoin College, Maine.)

"Education, be it at M.I.T. or at Bowdoin College, must be primarily concerned with the creation of our future out of the culture of our past. . . . With growing emphasis on mass educational methods, the small liberal arts college is able to provide an intellectual environment that recognizes and develops the individual."

483. Conley, William H. Planning for Future Faculty Needs. *Nat. Cath., Educ. Assoc. Bull.,* 53: 131–134, Aug. 1956. (*Author:* Assistant to the President, Marquette University, Wisconsin.)

"It is reasonable to assume that Catholic colleges in general will increase in proportion to the total college growth. There are, however, some special forces affecting the Catholic college that have to be considered." Discusses them and methods of economizing on staff through reorganization of teaching methods.

484. Coons, Arthur G. Is There a War Between Public and Private Colleges? *Assoc. Amer. Coll. Bull.,* 41: 462–470, Oct. 1955. (*Author:* President, Occidental College, California.)

"The dual system of higher education is characteristic of America, and in general America seems to approve this system. The independent or private institution is the older type, but public institutional enrollments have been growing steadily." Discusses various points of similarity and difference, and competition for public support.

485. DeVane, William C. The Meaning of Higher Education. *Current Hist.,* 29: 129–134, Sept. 1955. (*Author:* Dean, Yale University.)

States the main goals of liberal higher education, of technical colleges, and of universities. Expresses particular concern for future of the private institutions with dwindling resources which may force them to surrender the "honorable and influential" position which they have held in the past.

486. Eby, Kermit. Education for Sectarians. *Assoc. Amer. Coll. Bull.,* 41: 383–388, Oct. 1955. Expansion of article first published in Church of the Brethren *Gospel Messenger.* (*Author:* Professor of Sociology, University of Chicago.)

"If I were a Brethren educator, I should be avowedly sectarian. Otherwise, why be a Brethren educator at all? . . . I am pleading for education which gives Brethren youth and all youth a pride in their own special heritage and a sense of historical continuity. . . . Finally, it is my opinion that sectarian schools should place men ahead of monuments."

487. ELLIS, CALVERT N. The Church-Related Liberal Arts College. *Assoc. Amer. Coll. Bull.*, 41: 365–372, Oct. 1955. (*Author:* President, Juniata College, Pennsylvania.)

"Our colleges should not try to be universities. . . . The 4-year college of arts and sciences is a unique American institution, found nowhere outside this continent except where American Christian missions have gone." Quotes various individuals on its characteristics and opportunities.

488. ENGLE, GALE WINTON. *William Rainey Harper's Conceptions of the Structuring of the Functions Performed by Educational Institutions.* Stanford, Calif.: Stanford University, 1954. 239 p. Abstract in *Diss. Abstracts*, 14: 2292, Dec. 1954.

Unpublished doctoral dissertation (Ph. D.). Reports in detail the work of "one of the greatest of American university presidents" in organizing the University of Chicago. States "Harper's solid functional-structural achievements, his several failures, and the problems in this area which he left to his successors."

489. GADDY, CLAUDE F. Independent and Church-Related Colleges Plan for the Future. *Jun. Coll. Jour.*, 26: 32–37, Sept. 1955. (*Author:* Executive Secretary, North Carolina Baptist Council on Christian Education.)

Expresses his "conviction that the failure of the independent and church-related college is not such as to bring discouragement, but is full of promise, and challenges our best." Presents six reasons for this conviction.

490. GEIER, WOODROW A. A New Trail in Methodist Higher Education. *Sch. & Soc.*, 85: 249–251, Sept. 14, 1957. *Author:* With Board of Education, Methodist Church.)

Reports organization and work of the Methodist General Conference Commission on Higher Education in 1956, and its adoption of more than 50 major recommendations, 7 of which are presented and discussed.

491. HILL, ALFRED T. Small Colleges —An Untapped Resource. *Assoc. Amer. Coll. Bull.*, 42: 573–581, Dec. 1956. (*Author:* Executive Secretary, Council for the Advancement of Small Colleges.)

Describes the organization and work of the Council, composed of unaccredited liberal arts colleges. "It is a group dedicated to prompt and effective action in an effort to help with a national problem. . . . It hopes to deserve support. It represents a resource which has been untapped."

492. HOPKINS, JOSEPH MARTIN. *The Relationship of Certain Factors in College Church Relations Programs to Church Support of Denominational Colleges.* Pittsburgh, Pa.: University of Pittsburgh, 1954. 366 p. Abstract in *Diss. Abstracts*, 14: 877, May 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire returns from 116 colleges representing 25 Protestant denominations. "Exceptionally strong denominational support is enjoyed by Lutheran and Nazarene colleges. Weakest among the denominations with respect to college support are the Congregational churches, the Presbyterian Church in the U.S.A., the Seventh-Day Baptists, and the Society of Friends."

493. HORTON, MILDRED MCAFEE. Domestic Virtues and the Liberal Arts. *Assoc. Amer. Coll. Bull.*, 36: 476–487, Dec. 1950. (*Author:* Former President, Wellesley College, Massachusetts.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. Asserts that modern colleges should "prepare young people for the unpredictable future by training them to be intelligent and humble; self-confident and cooperative; dedicated and tolerant men and women. Such men and women, liberally educated, will have the domestic virtues which they and the world need now and forever."

494. MCCALLUM, FLOYD FREDERICK. *An Investigation of the Need for a Liberal Arts College for the Pilgrim Holiness Church.* East Lansing: Michigan State University, 1955. 190 p. Abstract in *Diss. Abstracts*, 15: 2441–2442, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). The denomination of 32,000 members is presently served by six Bible Colleges. Investigates need for a liberal arts college, particularly in Michigan. Based on questionnaire sent to a half dozen groups concerned, including church leaders and students. Conclusions: "The majority of the adult and youth respondents felt that the Church should provide liberal arts training for its youth. . . . Because of the present lack of adequate finances, it seems best to postpone the establishment of a separate liberal arts college at this time."

495. McCann, Kevin C. *Why the CHURCH-Related College Today? Assoc. Amer. Coll. Bull.*, 43: 634–643, Dec. 1957. (*Author:* President, Defiance College, Ohio.)

Founder's Day address at Hartwick College, New York, Oct. 3, 1957. "I am president of a church-related college because in no other human enterprise can I see a like opportunity for stewardship."

496. McEwen, Robert W. *and* Synakowski, Kalixt S. Planning College Enrollment for Academic Efficiency. *Jour. Higher Educ.*, 25: 301–306, 341–342, June 1954. (*Authors:* (1) President; (2) Professor of Philosophy; both of Hamilton College, New York.)

"Can a small college define how small it should be to function effectively in the years ahead? During the past academic year Hamilton College has made a relatively thorough and persistent effort to find its own answer to this question, to define the most efficient student-body size in the light of projected enrollment trends. The results, like many of the conditions affecting them, are of local interest, but the method may possibly be suggestive."

497. Mininger, Paul Everett *Religious Programs in Selected Protestant Church Related Colleges.* Philadelphia: University of Pennsylvania, 1949. 437 p. Abstract in ***Diss. Abstracts***, 12: 269–270, No. 3, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to 19 colleges affiliated with 10 denominations in the States of the North Central Association territory. Discusses administration and effectiveness of six functions or processes used in religious programs in these institutions.

498. Newson, Carroll V. The Role of Religion in a Private University. ***Phi Delta Kappa***, 40; 308–310, May 1959. (*Author:* President, New York University.)

Expresses conviction that there is a special obligation of higher education at this time to emphasize those aspects of American life, of which religion is one, that have made us what we are.

499. Outler, Albert C. Quid Est Veritas? *Christ. Cent.* 76: 258–260, March 4, 1959. (*Author:* Professor of Theology, Southern Methodist University, Texas.)

"It is the business of the Christian college to prove that sound learning and high religion belong together."

500. Perry, Ralph Edward. *A Study of the Objectives in Higher Education of the Six Liberal Arts Colleges of the Church of the Nazarene.* Peoria, Ill.: Bradley University, 1952. 290 p. Abstract in ***Diss. Abstracts***, 14: 275, Feb. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in large part on questionnaire responses from presidents, trustees, faculty members, alumni, and selected students in each college.

501. Pullias, Earl V. The Private College Is Not for Sale. *Assoc. Amer. Coll. Bull.*, 43: 290–296, May 1957. (*Author:* Dean, George Pepperdine College, California.)

Analyzes three "non-financial dangers that confront the independent liberal arts colleges in this country at the present time: (1) The loss of intellectual freedom and genuine independence. . . . (2) Loss of self-respect and confidence. . . . (3) Preoccupation with financial needs." States eight characteristics or contributions of independent colleges.

502. Rystrom, John Kenneth. *The Control and Support of Higher Education in the Lutheran Church in America.* Minneapolis: University of Minnesota, 1955. 523 p. Abstract in ***Diss. Abstracts***, 15: 2456–2457, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). "An analysis of (1) the organizational relationships of 31 4-year Lutheran institutions of higher learning with the sponsoring church bodies or synods, and (2) the financial support of these institutions in relation to expenditures incurred in the implementation of their programs." Makes recommendations for improvements in certain areas.

503. Selden, William K. Whither the Small College? *Assoc. Amer. Coll. Bull.*, 42: 267–270, May 1956. (*Author:* Executive Secretary, National Commis-

sion on Accrediting; former President, Illinois College.)

Makes a variety of comparisons between 221 small and 59 large accredited colleges —financial, enrollment, organization of Phi Beta Kappa chapters, and quality of faculty. Comments favorably on method of establishment of new Presbyterian College of North Carolina.

504. Seymour, Charles. The Tradition of the Liberal Arts College. *Assoc. Amer. Coll. Bull.*, 36: 467–475, Dec. 1950. (*Author:* President Emeritus, Yale University.)

Address at Sesquicentennial of Middlebury College, Sept. 29, 1950. "The enduring strength of the liberal arts college, it seems to me, is found in its burning sense of mission—a mission which it is free to pursue in its own way and which responds to the basic and permanent needs of Western civilization."

505. Snavely, Guy E. Evolution of the Commission on Christian Higher Education. *Assoc. Amer. Coll. Bull.*, 42: 534–536, Dec. 1956. (*Author:* Executive Secretary Emeritus, Association of American Colleges.)

Outlines the development of the Commission from the earlier Liberal Arts College Movement, and the Conference on Church-Related Colleges, and its relation to the Association of American Colleges.

506. Stout, Edward M. The Role of the Small College in Contemporary Society. *Coll. & Univ.*, 34: 157–163, Winter 1959. (*Author:* Registrar, DePaul University, Illinois.)

"Probably the most important problem facing the American people in the field of education during the coming two decades is that of the small liberal arts college. This problem is both serious and delicate." Considers "first of all, some factors that add to the life and growth of the small college; secondly, which of those factors are found to be handicaps to its fuller enrichment; and finally, those ideas that are suggested in a changing democratic city (society)."

507. Trueblood, D. Elton. The Idea of a College. *Assoc. Amer. Coll. Bull.*, 36: 29–36, March 1950. (*Author:* Professor of Philosophy, Earlham College, Indiana.)

"The most sobering thought that comes to the attention of modern students is the thought that civilization can pass away.... Now a college, whatever else it may be, is a conscious effort to avoid the decay of civilization and to make that civilization worthy of permanence. . . . A college is a society. It is made up of learners and teachers living together for the purpose of human growth."

508. ——— *The Idea of a College.* New York: Harper & Bros., 1959. x,207 p. (*Author:* See No. 507.)

An analysis of the problems and objectives of the liberal arts college, with special reference to the college with Christian ideals. An outgrowth of the author's article, No. 507. Review by E. W. Lyon, *N.Y. Times Book Review*, 64: 6, Aug. 23, 1959.

509. Williams, Lloyd P. Quiescence, Tradition, and Disorder—Cross-Section of a Small College. *AAUP Bull.*, 43: 615–625, Dec. 1957. (*Author:* Assistant Professor of Education, University of Oklahoma.)

"Cherokee College is the subject of this paper. Whereas the name is fictitious, the college is not. . . . Cherokee is collegiate, private, church-related, and co-educational." Describes characteristics and faults of administrative officers, especially president and dean. "The president is preoccupied with administrative trivia, and his interference in various offices throughout the college is frequent, unpredictable, and apparently compulsive. . . . The academic dean . . . is both an anomaly and an excresence." Discusses also faculty, student body, church-relationship, and scholarship. Conclusion: "In many respects this college is probably not unlike scores of other colleges across the United States."

510. Wriston, Henry M. The Outlook for the Independent College. *Assoc. Amer. Coll. Bull.*, 37: 217–225, May 1951. (*Author:* President, Brown University, Rhode Island.)

Address at Sesquicentennial of Middlebury College, Vermont, Sept. 29, 1950. "The outlook for the independent college hinges upon whether it has soul force, whether its mission is more important than its wealth, whether it can live in the King's palace on a diet of pulse and water, and still flourish amidst all the trials and tribulations to which virtue has ever been subject."

See also Nos. 36, 38, 39, 40, 41, 42, 44, 49, 50, 52, 54, 57, 61, 68, 71, 78, 79, 80, 81, 88, 89, 92, 95, 96, 97, 99, 102, 103, 104, 105, 107, 109, 111, 113, 114, 119, 120, 123, 130, 133, 151, 152, 179, 195, 196, 202, 204, 207, 210, 213, 228, 246, 258, 287, 291, 296, 322, 334, 342, 343, 367, 378, 387, 433, 626, 631, 632, 643, 709, 710, 719, 720, 798, 865, 960, 963, 981, 992, 993, 1078, 1086, 1381, 1438, 1526, 1575, 1576, 1595, 1598, 1636, 1717, 1732, 2056, 2065, 2400, 2414, 2415, 2428, 2464, 2466, 2707.

5. PROFESSIONAL SCHOOLS

For other references, many of them more specialized and technical in nature, see the publications of the principal professional organizations, especially *American Journal of Pharmaceutical Education*, *Journal of the American Veterinary Medical Association*, *Journal of Dental Education*, *Journal of Engineering Education*, *Journal of Forestry*, *Journal of Home Economics*, *Journal of Legal Education*, *Journal of Medical Education*, *Journal of Teacher Education*, and *Journalism Quarterly*. See also entries under "Professional School Programs," Nos. 2279–2310.

511. Auerbach, Eugene. *The Opposition to Schools of Education by Professors of Liberal Arts—A Historical Analysis.* Los Angeles: University of Southern California, 1957. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1957, p. 184–186.

Unpublished doctoral dissertation (Ph. D.). Historical review since 1850 and study of present conditions, based in part on questionnaire responses from more than 400 professors of liberal arts and 60 professors of education. Three chapters summarized in article by author in *Educ. Forum*, 22: 83–94, Nov. 1957.

512. Bannister, Turpin C. *and* Bellamy, Francis R., *eds. The Architect at Mid-Century.* New York: Reinhold Publishing Co., 1954. 2 vols. Vol. I. *Evolution and Achievement*, T. C. Bannister, *ed.*, 513 p. + tables. Vol. II. *Conversations Across the Nation.* F. R. Bellamy, *ed.*, 260 p.

Report of the Commission for the Survey of Education and Registration of the American Institute of Architects. Analysis and summary by Jennings B. Sanders, *Higher Educ.*, 11: 21–22, Oct. 1954.

513. Bartky, John A. The School of Education and the University. *Jour. Higher Educ.*, 26: 254–260, May 1955. (*Author:* Professor of Education; formerly Dean, School of Education; Stanford University.)

"The ideal school of education finds no prototype in the academic departments of a university. . . . There is no need for the School of Education to emulate the means employed by other university departments to achieve academic respectability; and there is no excuse for other departments giving expression to their bigotries by criticising the means employed by the School of Education."

514. Bixler, Roy W. *and* Bixler, Genevieve. *Administration for Nursing Education in a Period of Transition.* New York: G. P. Putnam's Sons, 1954. 483 p. (*Authors:* (1) Registrar, Drake University, Iowa; (2) Consultant for Nursing Education, Southern Regional Education Board.)

Organized in four parts: I. Basic Considerations (2 chapters). II. The Functions and Processes of Administration (5 chapters). III. Essential Features of School Operation (10 chapters). IV. Broad Planning (3 chapters). Bibliography, 236 titles. Reviews by T. I. Lynch, *Jour. Higher Educ.*, 26: 109, Feb. 1955; and by M. Montag, *Teach. Coll. Record*, 56: 233–234, Jan. 1955.

515. Blauch, Lloyd E., *ed. Education for the Professions.* Washington: Government Printing Office, 1955. vi,317 p. (*Author:* With U.S. Office of Education.)

Consists of 36 chapters, each (except the first 2 which are introductory in character) written by specialists in particular professional fields covering 34 major professions. For the most part the different chapters deal with administrative, historical, and accreditation matters, including preparation, licensure, curriculum, research, surveys, current problems, and lists of approved schools. Some consider supply and demand of teachers for professional schools and improvement of training and quality of faculty members. Each chapter has selected bibliography, 2 to 11 titles each, many of them for significant publications before 1950.

516. **Brickman, William W.** Education for the Professions. *Sch. & Soc.*, 75: 262–267, April 26, 1952. (*Author:* Associate Professor of Education, New York University.)

Critical reviews of 26 volumes and reports on education for various professions, published 1948 to 1952.

517. **Bridgman, Margaret.** *Collegiate Education for Nursing.* New York: Russell Sage Foundation, 1953. 205 p.

An appraisal of nursing education at the college level, including discussion of its weaknesses and limitations, and with suggestions for improvement and expansion. Reviews by M. C. McConnor, *Amer. Jour. Pub. Health*, 43: 926, July 1953; and by H. E. Peplau, *Amer. Jour. Sociol.*, 59: 174–176, Sept. 1953.

518. **Cottrell, Donald P.**, *ed. Teacher Education for a Free People.* Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956. xiii,415 p. (*Author:* Dean, School of Education, Ohio State University.)

A volume by eight authors, presidents of colleges of education or university professors of education. "The idea of this book originated in the institutional self study program of the American Association of Colleges for Teacher Education, which was conducted during the three years, 1952, 1953, and 1954. . . . The authors hope that it will be recognized that they have not intended to draw a complete blueprint for the institutional program of teacher education in the future. The design of this book is one to suggest principles, policies, and possible concrete problems deemed worthy of consideration and investigation with respect to their applicability in particular situations."

519. **Eckleberry, R. H.** A New Approach to Medical Education. *Jour. Higher Educ.*, 27: 458–459, Nov. 1956. (*Author:* Professor of Education, Ohio State University.)

"One of the most important announcements to come to our attention in a long time is that of the initiation by Northwestern University of a study of premedical and medical education. This study looks toward the development of a program which will integrate these two phases of the training of a physician." Reports grant of $75.000 and other funds made available for the study, and describes plans for it.

520. **Elliott, Shelden D.** Professional Education as a University Function: As Viewed by a Law School Dean. *Jour. Med. Educ.*, 30: 161–166, March 1955. (*Author:* Dean, Law School, New York University.)

Discusses especially relations between medical and law schools, urging less compartmentalization and greater interchange of basic ideas and concepts.

521. **Engel, Leonard.** Illnesses of Our Medical Schools. *N.Y. Times Mag.*, Oct. 6, 1957, p. 43–46.

Shows that the Nation's medical schools are facing two problems—the need for more money, and a decline in the number of applicants. Says that medical educators believe the time has come when the public must take steps toward helping in the solution of these two problems.

522. The Essentials of Professional Education: Journal Symposium. *Jour. Higher Educ.*, 25: 245–262, 286. May 1954.

Includes four articles in which the authors discuss the essential characteristics of the professional person and ways in which professional study can develop these characteristics. (1) "From the Obvious to the Significant," by Seward Hiltner, Acting Dean, Federated Theological Faculty, University of Chicago; (2) "'The Significant' and Legal Education," by W. Willard Wirtz, Professor of Law, Northwestern University, Illinois; (3) "Responsibility in Engineering Education," by L. E. Grintner, Dean, Graduate School, University of Florida; (4) "Professional Education in Pharmacy," by Melvin W. Green, Director of Educational Relations, American Pharmaceutical Association.

523. **Fisher, William H.** "Progress" and the Demise of Teachers Colleges. *Sch. & Soc.*, 73: 149–151, March 10, 1951. (*Author:* Faculty member, University of Arizona.)

"The teachers college, a significant American educational phenomenon, is in danger of passing into oblivion. . . . Actually the need is as great today as it has been during past epochs."

524. **Fol[illegible]m, Marion B.** America's Stake in Medical Education. *Jour. Med. Educ.*, 32: 831–836, Dec. 1957. (*Author:* Secretary, U.S. Department of Health, Education, and Welfare.)

States three "difficult health problems which have deep social and economic implications and which call for increasing attention from medical education."

525. *The Future Challenges Teacher Education.* Oneonta, N.Y.: American Association of Colleges for Teacher Education, (11th Yearbook, 1958), xiv,230 p.

Contains numerous addresses and reports of 15 group discussions and 20 round tables considering various phases of work of preparation of teachers. Similar contents in earlier *Yearbooks* of the Association.

526. GAEBELEIN, FRANK E. The Bible College in American Education Today. *Sch. & Soc.*, 87: 223–225, May 9, 1959. (*Author:* Headmaster, Stony Brook School, New York.)

Based on address at inauguration of Charles C. Ryrie as President, Philadelphia College of Bible, Sept. 29, 1958. Traces the history and significance of the Bible College for 70 years until its recent national recognition through accreditation. "And so, in the 1949 bulletin of the Office [of Education] 'Accredited Higher Institutions,' the Bible Institutes and Bible Colleges made their debut as an officially recognized and separate form of American education."

527. HARMS, MARY T. The University School of Nursing. *Educ. Record*, 37: 207–215, July 1956. (*Author:* Assistant Professor of Nursing, University of California.)

"During the past half century over 150 university schools of nursing have been established in the United States. They prepare only one in seven of the approximately 29,000 nurses who annually enter the profession, but from this group will come many of its future teachers. This article reviews the history and current status of university schools of nursing."

528. HARNO, ALBERT J. *Legal Education in the United States.* San Francisco, Calif.: Bancroft-Whitney Co., 1953. v,211 p.

A report for the Survey of the Legal Profession. Discusses backgrounds and establishment of American law schools, case method of teaching, and impact of professional organization. Attempts an appraisal of legal education at mid-century.

529. HEALD, HENRY T. Professional Education as a University Function: As Viewed by a University Chancellor. *Jour. Med. Educ.*, 30: 155–161, March 1955. (*Author:* Chancellor, New York University.)

"Interdisciplinary discussion is probably the best way to resolve differences, to create mutual understanding and respect, and to further the aims of all professional education."

530. HOLLIS, ERNEST V. *and* TAYLOR, ALICE L. *Social Work Education in the United States: The Report of a Study Made for the National Council on Social Work Education.* New York, Columbia University Press, 1951. xix,422 p. Also as an abridgement, New York: American Association of Social Workers, 1952. 48 p. (*Authors:* (1) With U.S. Office of Education; (2) With U.S. Social Security Administration.)

"The purpose of this report is to establish some bench marks in the field of social work education that the profession and university officials can use in charting a course for the next two or three decades. It d[illegible] not provide a blue print for such a ven[illegible]" Reviews by R. L. Lynn, *Americ*[illegible]3–84, April 19, 1952; by D. A. [illegible]*soc. Amer. Coll. Bull.*, 38: 341–342, May 1952; by J. W. Fathauer, *Coll. & Univ.*, 27: 447–449, April 1952; by R. E. Jewett, *Educ. Research Bull.*, 31: 164, Sept. 1952; by A. P. Miles, *Jour. Educ. Research*, 46: 75–76, Sept. 1952; by W. S. Jackson, *Jour. Educ. Sociol.*, 26: 43–45, Sept. 1952; by L. L. Pederson, *Jun. Coll. Jour.*, 22: 359–362, Feb. 1952; by D. Zietz, *Occupations*, 30: 561, April 1952; by S. A. Queen, *Soc. Forces*, 30: 359–360, March 1952; by R. W. Tyler, *Soc. Serv. Review*, 25: 534–535, Dec. 1951; by F. C. Ward, *Soc. Sci. Review*, 25: 455–458, Dec. 1951; and by B. E. Shenfield, *Univ. Quart.*, 7: 409–410+, Aug. 1953.

531. JOHNSON, DAVIS G. Improving Liaison Between Medical and Liberal Arts Colleges. *Jour. Med. Educ.*, 32: 767–771, Nov. 1957. Also in *The Scalpel* (Alpha Epsilon Journal), Summer 1957 issue. (*Author:* Chairman, Admissions Committee, College of Medicine, Syracuse, State University of New York.)

"Five major methods and three underlying attitudes for improving liaison and cooperation between medical and liberal arts colleges have been presented in the hope that they may encourage more effective partnership in the mutual task of selecting and educating the best possible future physicians.

532. LIPPARD, VERNON W. The Medical School—Janus of the University. *Jour. Med. Educ.*, 30: 698–706, Dec. 1955.

(*Author:* Dean, Medical School, Yale University.)

Presidential address at Association of American Medical Colleges. "The thesis I shall attempt to support is that the American medical school is committed to a role which requires it to face, simultaneously, toward the university and the community, and that too often its relation to the former becomes secondary to the needs of the latter."

533. McCaw, John E. Theological Faculty and University. *Christ. Cent.*, 76: 471–472, April 22, 1959. (*Author:* Dean, Divinity School, Drake University, Iowa.)

Reports that a survey of 30 divinity schools reveals a new concern on their part to see theology restored to a central place in the academic community.

534. Marshall, Max S. Some Trends and Issues in Medical Education. *Sch. & Soc.*, 83: 179–183, May 26, 1956. (*Author:* Professor of Microbiology, Medical Center, University of California.)

Discusses three issues: "The status of premedical training, the almost ballyhooed trend toward 'integration,' and the issues of finances."

535. Miller, Harry Kreiger, Jr. *A Study of the Field Service and Research Units of Ten Selected Schools of Education.* Stanford, Calif.: Stanford University, 1958. 497 p. Abstract in *Diss. Abstracts*, 19: 719, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Analyzes 19 units established for "service functions" in Schools of Education of University of Chicago, Harvard University, University of Illinois, Indiana University, Michigan State University, University of Minnesota, New York University, Ohio State University, George Peabody College for Teachers, and Columbia University.

536. *The Osteopathic Profession and Its Colleges.* Chicago: American Osteopathic Association, 1955. Revised edition. 30 p.

Gives brief history of osteopathy and of education for the field with detailed information on six colleges in California, Illinois, Iowa, Missouri (two), and Pennsylvania.

537. Partridge, Arthur Ray. *The Rise of the University School of Education as a Professional Institution.* Stanford, Calif.: Stanford University, 1958. 408 p. Abstract in *Diss. Abstracts*, 18: 1329–1330, April 1958.

Unpublished doctoral dissertation (Ed. D.). A general historical study, with special reference to "the development of 12 university schools of education which have exerted directional influence upon the entire school of education movement." Identifies "four basic issues which presently confront the university school of education, issues which really affect all American higher education."

538. Rickover, Hyman G. The Situation in American Engineering and Science Education. *Sch. & Soc.*, 83: 175–179, May 26, 1956. (*Author:* Rear Admiral, U.S. Navy; with U.S. Atomic Energy Commission.)

Compares achievements in Russia and the United States. "Russia educates as many women as men, and women constitute half of the total in the professions. In contrast, in the United States, this is but a fraction of one percent." Makes various recommendations for increasing quantity and quality of college-trained engineers and scientists.

539. Sampey, John R. Collegiate Training of Doctors of Medicine. *Jour. Med. Educ.*, 34: 601–602, June 1959. (*Author:* Professor of Chemistry, Furman University, South Carolina.)

A study of the collegiate origins of 978 graduates of a State medical school, 605 graduates of a denominationally controlled medical school, and 809 graduates of a privately endowed medical school.

540. Severinghaus, Aura Edward; Carmen, Harry J.; *and* Cadbury, William E. *Preparation for Medical Education in the Liberal Arts College.* New York: McGraw-Hill Book Co., 1953. 400 p.

Report of the Subcommittee on Professional Education of the Survey of Medical Education. "The chief objective of the Committee was to discover what contributions the liberal arts colleges were making toward the total education of the future professional man, particularly the student who was looking forward to a career in medicine. . . . The central thesis of our Report is the value of a sound liberal education as a preparation for life and also as an educational basis for later vocational training." Based in part on questionnaire responses from 114 cooperating colleges. Review by J. W. Spaeth, Jr., *Jour. Higher Educ.*, 26: 164–165, March 1955.

541. Smiley, Dean F., *ed.* *Medical Education Today: Its Aims, Problems,*

and Trends. Chicago: Association of American Medical Colleges, 1953. v,123 p. (*Author:* Secretary, Association of American Medical Colleges.)

"This volume is a compilation of a group of papers published as articles in recent issues of the *Journal of Medical Education.* They are written by medical educators who sense fully that medical education is in transition and that it has many serious problems that must be met and wisely dealt with."

542. Symposium on Graduate Medical Education. *Jour. Med. Educ.*, 30: 256–287, May 1955.

A group of eight articles on various phases of the subject—historical, accreditation, advanced degrees, teaching methods, faculties, and curricula—presented at meeting of Association of American Medical Colleges, Oct. 18–20, 1954. Introduction by Kenneth B. Corbin, Chairman of Committee on Graduate Medical Education; faculty member, Mayo Foundation and University of Minnesota Medical School. Bibliography, 50 titles.

543. **Turner, Edna May.** *Education of Women for Engineering in the United States, 1885–1952.* New York: New York University, 1954. 218 p. Abstract in *Diss. Abstracts*, 15: 529–530, April 1955.

Unpublished doctoral dissertation (Ph. D.). Based on data furnished by all accredited schools of engineering, United States census reports, and other sources. Found that "only one-fifth of the women working in engineering today are graduates of engineering schools. . . . Although the number of engineering women graduates has increased, the proportion of 3 women to every 1,000 engineering graduates has not changed over a period of six decades."

544. **Wiley, Dean F.**, *ed. Medical Education Today: Its Aims, Problems, and Trends.* Chicago: Association of American Medical Colleges, 1953. 8th revision. 123 p. (*Author:* Secretary, Association of American Medical Colleges.)

Includes eight articles of varied authorship covering objectives, staffing, selection of applicants, financing, curriculum, and teaching.

545. **Witmer, Safara A.** Bible College Education. *Sch. & Soc.*, 80: 113–116, Oct. 16, 1954. (*Author:* President, Fort Wayne Bible College, Indiana.)

"Now that Bible Colleges and Bible Institutes are appearing in the lists of educational institutions, it may answer some questions if an attempt is made to explain their educational philosophy and significance. A further reason for publishing information is the paucity of authentic reference materials."

546. **Youmans, John B.** Who Is Responsible for the Medical Schools? *Jour. Med. Educ.*, 32: 83[illegible]–846, Dec. 1957. (*Author:* Dean, School of Medicine, Vanderbilt University, Tennessee.)

Presidential address at annual meeting of Association of American Medical Schools. Considers possibility of support from students, alumni, the organized profession, industry, State taxes, and Federal Government. "I have shown clearly that many agencies are responsible for medical school and medical education. . . . It is equally clear, however, that only if each segment of society meets in full its obligation will the support of medical schools and medical education be adequate. . . . I speak with a great feeling of urgency. Time is running out."

See also Nos. 21, 26, 28, 47, 76, 93, 111, 118, 134, 141, 185, 187, 196, 198, 219, 232, 233, 246, 249, 259, 286, 299, 330, 345, 363, 384, 419, 454, 479, 626, 631, 650, 665, 696, 992, 1097, 1110, 1613, 1616, 1619, 1633, 2018, 2115, 2137, 2282, 2297, 2300, 2302, 2305.

6. JUNIOR COLLEGES

Includes also technical institutes and "community" colleges. For other references to specialized aspects, local conditions, and subject matter fields of instruction, see *Junior College Journal.* See also "Associate Degree Programs" Nos. 2055–2080.

547. **Bartky, John A.** The Nature of Junior College Administration. *Jun. Coll. Jour.*, 28: 3–9, Sept. 1957. (*Author:* Former Dean, School of Education, Stanford University.)

"The universally accepted pattern for the higher educational administrative organization is one of direct participation of the faculty and non-directive powerless leadership by those designated leadership responsibility. I shall attempt to demonstrate that this pattern is inappropriate for the junior college and that when it is applied to this institution it is undemocratic." For reply by M. F. Taylor and H. W. Dick and rejoinder by Mr. Bartky, see *Jun. Coll. Jour.*, 28: 220–222, Dec. 1957.

548. Bennett, Michael Moffett. *A Study of Some Elements for Consideration in Establishing and Operating a Junior College.* Tallahassee: Florida State University, 1955. 173 p. Abstract in *Diss. Abstracts*, 15: 1186, July 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To answer questions which might be posed by a lay person or board considering the establishment or expansion of a junior college." Conclusions: "In order to be physically adequate a junior college should provide 148 square feet per student in total building space. . . . Operating costs should average $400 per full-time student." Considers special conditions in Florida.

549. Bogue, Jesse P. The Future of the Church-Related Junior College. *Jun. Coll. Jour.*, 26: 411–417, March 1956. (*Author:* Executive Secretary, American Association of Junior Colleges.)

Address at Methodist Association of Junior Colleges. "There are now in the United States approximately 170 church-related junior colleges" enrolling 40,000 students. Discusses their development, significance, and support. "The future of the church-related junior colleges depends on how well they carry forward essential Christian education and make themselves worthy of financial support."

550. ——— *and* Martorana, Sebastian V. Community-Junior Colleges Extend Educational Opportunities for Youth. *Jun. Coll. Jour.*, 26: 168–172, Nov. 1955. (*Authors:* (1) See No. 549; (2) With U.S. Office of Education.

"The problem chosen for the national high school forensic series for the academic year 1955–56 is specifically: 'How Should Educational Opportunities Be Increased for the Youth of the United States?' The problem comprehends three propositions for debate and three questions for discussion." Comments on each and gives suggestions concerning them. Bibliography, 19 titles.

551. A Brief Report on Junior Colleges. *Chang. Times*, 9: 41–43, May 1955.

Answers five questions: What are junior colleges? What are they for? What are their faults? How can they be appraised? What are recent developments?

552. Brunner, Kenneth August. *Criteria for Evaluating a State's Legislative and Administrative Programs for Community-Junior College Education.* Gainesville: University of Florida, 1956. Abstract in the University of Florida *Abstracts of Doctoral Studies in Education*, 1956. p. 89–95.

Unpublished doctoral dissertation (Ed. D.). Based on judgments of jury of 41 "nationally recognized authorities." Criteria include State legislation, finance, administration, accreditation, and certification of personnel.

553. ——— Community College Check List. *Sch. Exec.*, 77: 66–68, April 1958. (*Author:* Vocational Counselor, St. Petersburg Junior College, Florida.)

"You may want to see how your community junior college program squares with the stated goals of junior colleges. This checklist may be just the review you're looking for." Gives 40 criteria to test legislation and administration.

554. Cannell, Lewis D. A Rose by Many Other Names. *Jun. Coll. Jour.*, 26: 313–315, Feb. 1956. (*Author:* Dean, Clark College, Washington.)

A reply to L. J. Elias (No. 561.). Asks, "Must a designation be a description." Suggests use of the term "academy" or simply "college."

555. Cole, Tommie Joe. *The Historical Development of Junior Colleges in Arkansas.* Fayetteville: University of Arkansas, 1955. 207 p. Abstract in *Diss. Abstracts*, 15: 1344, Aug. 1955.

Unpublished doctoral dissertation (Ed. D.). Traces development and mortality among 20 recognized junior colleges existing in the State since 1900. Makes recommendations concerning a State system of public junior colleges.

556. Colvert, Clyde C. Why Not the Name "Junior College"? *Jun. Coll. Jour.*, 26: 1–2, Sept. 1955. (*Author:* Professor of Junior College Education, University of Texas.)

Points out the widespread use of the term which "with all of its prestige, heritage, and good will seems to be the best name for our junior colleges." For reply by L. J. Elias, see No. 561.).

557. Conant, James Bryant. *Education and Liberty: The Role of Schools in a Modern Democracy.* Cambridge,

Mass.: Harvard University Press, 1953. xii,168 p. (*Author:* President, Harvard University.)

Compares present status of secondary and collegiate education in England, Scotland, Australia, New Zealand, and United States. Recommends establishment of more 2-year institutions which should provide common core of general education together with differentiated special programs. Reviews by O. Tead, *Sat. Review,* 36: 44–45, March 7, 1953; by H. Finch, *Scholastic,* 62: 34T, Feb. 4, 1953; and by D. B. Austin, *Teach. Coll. Record,* 54: 408–409, April 1953.

558. DRURY, MICHAEL. Why Not Consider a Junior College? *Good House.,* 144: 76–77, 154, Feb. 1957.

States that the junior college has become a normal part of American life and that the time may come when two years of higher education will be routine for everyone. Junior colleges have the advantages of smaller classes, widespread student participation in activities, and fees that are not great.

559. EELLS, WALTER CROSBY *and* MARTORANA, SEBASTIAN V. Do Junior Colleges Become Four-Year Colleges? *Higher Educ.,* 13: 110–115, Feb. 1957. (*Authors:* With U.S. Office of Education.)

Detailed analysis of 91 junior colleges (18 public, 73 private) which changed to 4-year status 1945 to 1956, an average of less than two percent per year of existing junior colleges.

560. EISS, ALBERT F. What's the Matter With Junior? *Jun. Coll. Jour.,* 26: 311–312, Feb. 1956. (*Author:* Instructor in Physics, Paul Smith's College, New York.)

A reply to L. J. Elias, No. 561. "Many junior college faculty members and administrators resent the inference . . . that because the community colleges enroll a majority of junior college students, all colleges should adjust themselves to that mold. . . . Instead of changing the names of our junior colleges to disguise their identity, we should . . . make Junior College a title of which we can be proud."

561. ELIAS, LLOYD JOHN. Why Not the Name Community-Junior Colleges? *Jun. Coll. Jour.,* 26: 129–131, Nov. 1955. (*Author:* Dean, Olympic College, Washington.)

A reply to C. C. Colvert, No. 556. "The term 'community college' more effectively describes the combination of academic, vocational-technical, and general education curriculums which we have felt free to develop. . . . In this period of transition there may be some virtue in combining the names 'community-junior' college." For replies see No. 554 and 560.

562. FAILS, EMOL ATWOOD. *The Potential Role of Public Community Junior Colleges.* Nashville, Tenn.: George Peabody College for Teachers, 1956. 166 p. Abstract in *Diss. Abstracts,* 17: 573–574. March 1957.

Unpublished doctoral dissertation (Ph. D.). Traces development of the various purposes of the junior college since 1900, and compares them with the functions of the high school and institutions of higher education. Recommends that 4-year colleges and universities be relieved of responsibility for first 2 years of college instruction.

563. FINK, RUSSELL FOSTER. *Some Criteria for the Establishment of Community Colleges, with Special Reference to Michigan.* East Lansing: Michigan State College, 1952. 196 p. Abstract in *Diss. Abstracts,* 13: 698–699, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Develops five criteria as a result of analysis of 20 State educational surveys completed between 1940 and 1950, and other materials.

564. FLETCHER, GERRIT HENRY. *A Study of the Concepts of the Community College Held by Selected Michigan Educators.* Ann Arbor: University of Michigan, 1957. 263 p. Abstract in *Diss. Abstracts,* 18: 1317, April 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 738 leaders in public education in Michigan and 41 leaders in post-high-school education elsewhere in the United States. "The major conclusion of the study is that Michigan educators accept a more limited role for the community college . . . than that supported by a national jury of educators."

565. FONTANE, PATRICK EARL, JR. *Criteria for the Establishment of Publicly Supported Community Colleges in Connecticut.* New York: New York University, 1954. 359 p. Abstract in *Diss. Abstracts,* 14: 1597, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Proposes 12 criteria in terms of property valuation, population, high school enrollment and graduates, local interest and conditions, transportation, and other factors. Application of 9 of these criteria results in proposing 18 community college districts in the State. Found that 43 percent of 15,377 high school seniors and juniors expressed an interest in attending a public community college.

566. Fountain, Winfield Steinner. *A Plan of Development for a Community College in Moses Lake, Washington.* Seattle: University of Washington, 1956. 435 p. Abstract in *Diss. Abstracts*, 16: 2063, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Considers advisability of establishment of a community college, in view of probable enrollment, finances, community sentiment, and curriculum offerings.

567. Fretwell, Elbert Kirkley, Jr. *Establishing Local Junior Colleges: A Study of Founding Problems Faced in Eight Selected Communities.* New York: Bureau of Publications, Teachers College, Columbia University, 1953. Abstract in *Diss. Abstracts*, 14: 55–56, Jan. 1954.

Doctoral dissertation (Ph. D.) at Columbia University. Analyzes conditions and discusses their implications for junior colleges at Joliet, Illinois; Chicago, Illinois; Phoenix, Arizona; San Bernardino, California; Montgomery County, Maryland; Newton, Massachusetts; Contra Costa County, California; and Orange County, New York. Discusses 4 major factors involved in each case. Based on personal interviews and documentary materials. Reviews by J. W. Reynolds, *Jour. Higher Educ.*, 26: 338–339, June 1955; by J. P. Bogue, *Teach. Coll. Record*, 56: 353, March 1955.

568. Furnas, Clifford C.; Henry, David D.; *and* Knowles, Asa S. The Community College — Whose Responsibility? In Association of Urban Universities, *Proceedings*, 1957, p. 46–68. (*Authors:* (1) Chancellor, University of Buffalo, New York; (2) President, University of Illinois; (3) President, University of Toledo, Ohio.)

Three addresses discussing definition, functions, and possibilities of extension of 2-year institutions. Followed by 8 pages of general discussion.

569. Gardner, John W. The Elite and the Masses. *Coll. & Univ. Bus.*, 24: 29–31, May 1958. (*Author:* President, Carnegie Corporation of New York.)

Portion of paper, "The Elite and the Masses: We Must Provide Higher Education for Both," before Association of Urban Universities, November 1957. "One reason the 2-year college and the technical institute haven't grown more rapidly is that we insist on looking down our noses at them." Defends these types of institutions.

570. Granade, Charles James. *A Study of the Public Junior College Movement in Georgia, With Emphasis on Trends.* Auburn: Alabama Polytechnic Institute, 1958. 421 p. Abstract in *Diss. Abstracts*, 19: 1627–1628, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on variety of data regarding the nine public junior colleges in the State, usually at 5-year intervals, from 1937–38 to 1957–58. "The findings of this study support the conclusion that Georgia has not yet developed a State-wide plan for its public junior colleges." Makes recommendations for inauguration of such a plan.

571. Hagie, Daryl Glenn. *A Comparative Study of Junior College Students With Students in Lower Divisions of Colleges Having Only Undergraduate Programs.* Pullman: State College of Washington, 1955. 123 p. Abstract in *Diss. Abstracts*, 15: 2438, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 3,980 students in 23 junior colleges and from 5,316 students in 34 4-year undergraduate colleges in all parts of the country. "It was concluded with respect to junior college students . . . that the democratizing, semi-professional, low cost, and distance claims were valid. The results of this research lend support to authorities' beliefs in the importance of the function of the junior college, particularly in a period of expanding enrollments."

572. Hamilton, Clinton D., *ed. Junior Colleges for Florida.* Tallahassee, Fla.: Community College Council, June 1956. 66 p. (*Author:* Professor, Florida Christian College; Chairman of the Council.)

A collection of seven addresses at annual meeting of Florida Association of Colleges and Universities, 1956, by Kenneth G. Shaggs, Morris S. Hale, Jesse P. Bogue, R. Earl Kipp, John S. Allen, James L. Wattenbarger, and A. J. Brumbaugh. Last two give important statements on specific needs and plans for junior colleges in Florida.

573. Harrington, Gordon M. Technical Institutes—A Study of Need. *Educ. Record*, 38: 119–126, April 1957. (*Au-*

thor: Research Consultant, Connecticut State Department of Education.)

"The Connecticut story on technical institutes is perhaps of broad interest since it indicates how some of these needs develop, the extent of the need, and some techniques which are generally applicable to basic planning of specialized post-secondary education."

574. ——— The Technical Institute: The Twilight Zone Between Secondary and Higher Education. *Jour. Higher Educ.*, 28: 481–488, 515–516, Dec. 1957. (*Author:* See No. 573.)

Reports analysis of curriculums of 19 technical institutes. Conclusion: "Without some clarification and agreement on terminology, there is a real danger that technical institutes will be developed which contribute nothing that cannot be found in existing institutions or programs."

575. J.C.'s.: Low-Cost Answer to Crowded Campuses? *U.S. News*, 44: 77–80, May 2, 1958.

Based on a questionnaire sent out by the magazine to junior college presidents. Reports that a major advantage, stressed by most of the educators questioned, is that junior colleges offer a chance for college training to millions of people not reached by universities.

576. **Jones, Charles S.** The Technical Institute and Some of Its Problems. *Jour. Eng. Educ.*, 45: 150–154, Oct. 1954. (*Author:* President, Academy of Aeronautics, New York.)

"It seems wise to review what has been done to explain the improvements we have been attempting to make, to analyze the reasons why there has been so much lack of information, and why it has been so difficult for the technical institutes to put over their story. The technical institutes have a long and honorable history."

577. **Kenna, Murray Wilson.** *An Appraisal of the Performance of Stated Functions by Public Junior Colleges in Mississippi.* Bloomington: Indiana University, 1957. 136 p. Abstract in *Diss. Abstracts*, 18: 471–472, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Uses a variety of evaluation techniques, both formal and informal. States 17 features in which the institutions in the State have achieved varying degrees of success.

578. **Martin, Clyde V.** The Changing Function of the Public Junior College in California. *Jour. Higher Educ.*, 29: 503–506, Dec. 1958. (*Author:* Assistant Professor Education, Long Beach State College, California.)

"Endeavors to throw some light on the following problem: For those persons who embark upon a college education with the intention of obtaining a Bachelor's degree, is the California public junior college as suitable a place of study as the four-year institution?" Historical treatment of junior college movement in California with emphasis on its purposes. Gives several reasons leading to conclusion: "Except in individual circumstances, it is advantageous for the student in question to attend the four-year school from the inception of his college career."

579. **Martorana, Sebastian V.,** *ed.* *Coordinating 2-Year Colleges in State Educational Systems.* Washington: U.S. Office of Education, Oct. 1957. iv,86 p. (*Author:* With U.S. Office of Education.)

Report of a conference at Washington, May 16–17, 1957 attended by 20 junior college specialists outside the Office of Education. Includes descriptions of organization and operation of junior colleges in California, Colorado, Florida, Illinois, Iowa, Kansas, Maryland, Michigan, Minnesota, Mississippi, New York, Oklahoma, Pennsylvania, Texas, Washington, and Wisconsin.

580. **Masiko, Peter, Jr.,** Educational Opportunity: A Joint Responsibility. *Lib. Educ.*, 45: 29–32, March 1959. (*Author:* Dean, Wright Branch, Chicago Junior College, Illinois.)

"The ready acceptance by senior colleges of junior college graduates will encourage larger numbers of our high school graduates to enroll at these junior colleges." Urges greater understanding and cooperation between the two groups of institutions to meet the problems of rapidly increasing college enrollments.

581. **Medsker, Leland L.** Let's Take a New Look at the Junior College Picture. *NEA Jour.*, 47: 628–630, Dec. 1958. (*Author:* Vice Chairman, Center for the Study of Higher Education, University of California.)

Discusses various types of junior colleges, characteristics, advantages and disadvantages, and problems of expansion.

582. Morrison, D. Grant *and* Martorana, Sebastian V. *The 2-Year Community College: An Annotated List of Studies and Surveys.* Washington: Government Printing Office, 1958. (Office of Education Bulletin, 1958, No. 14) v,33 p. (*Authors:* With U.S. Office of Education.)

Contains data on 146 "projects completed" and on 62 "projects underway."

583. Phallen, Charles Wellington. *The Technical Institute Movement: A Study and Projection of These Programs in American Higher Education.* Columbus: Ohio State University, 1958. 198 p. Abstract in *Diss. Abstracts*, 19: 2547, April 1959.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To examine the nature of the technical institute; to collect and correlate opinions, facts, and philosophies reflecting the status of this type of program; to investigate the needs of American industry; to outline the place of the Technical Institute in American education; and to outline the organization and projection of this type of higher education."

584. Price, Hugh G. *California Public Junior Colleges.* Sacramento: California State Department of Education, 1958. 193 p. (*Author:* Consultant in Junior College Education, California State Department of Education.)

Contains a description of "Eldorado Junior College," a hypothetical institution, a composite of the best in California junior colleges, and details on organization, administration, present status, and future developments of 60 public junior colleges in the State. Bibliography, 38 titles, annotated.

585. Reichert, Stephen B. *The Four-Year Junior College Movement in California.* Los Angeles: University of California, Los Angeles, 1957. Extensively summarized in *Jun. Coll. Jour.*, 29: 307–312, Feb. 1959; and 29: 439–443, April 1959.

Unpublished doctoral dissertation (Ed. D.). States and discusses the various reasons which led to abandonment of 6–4–4 plan at Pasadena Junior College and six other public junior colleges in California, after trial of many years, beginning with Pasadena in 1928.

586. Rodgers, Jack. Yardsticks for Establishing a Public Junior College. *State Gmt.*, 30: 84–86, 90–91, April 1957. (*Author:* Vice President Odessa College, Texas.)

"Examines a series of questions and criteria for the consideration of State legislatures that may be contemplating statutory regulations for the establishment of junior colleges." Based to a large extent on study of 17 public junior colleges in Texas.

587. Salwak, Stanley F. Reasons for Establishing Public Junior Colleges. *Higher Educ.*, 11: 114–116. April 1955. (*Author:* Assistant Professor of Physical Education, University of Massachusetts.)

Presents the relative importance of 18 stated reasons for organization of 77 public junior colleges, 1940–1952. Refers to earlier similar studies of 1919, 1924, and 1940.

588. ——— Reasons for the Permanent Closing of Junior Colleges in the United States. *Jour. Educ. Research*, 50: 543–549, March 1957. (*Author:* See No. 587.)

Studies reasons for closing of 32 public junior colleges (names given) from 1940 to 1951.

589. Sammartino, Peter *and* Tompkins, Ellsworth. *Community College in Action: The Fairleigh Dickinson Idea.* Rutherford, N.J.: Fairleigh Dickinson College Press, 1950. 146 p. (*Authors:* (1) President, Fairleigh Dickinson College; (2) With U.S. Office of Education.)

"The purpose of *Community College in Action* is to encourage men and women of America to provide for and support community college facilities in places where they are now needed and not now available."

590. Stickler, W. Hugh. *ed.* *Florida's New Community Colleges.* Tallahassee: Florida State University, 1957. 40 p. (*Author:* Director of Educational Research and Service, Florida State University.)

Proceedings of 5th annual Junior College Conference, Jan. 25–26, 1957. Papers and discussion on State plan of junior colleges, potential enrollments, curriculums, responsibilities of Board members, building programs, and construction and operating costs.

591. Tead, Ordway. Two-Year Colleges: Their Promise for the Future. *Improv. Coll. & Univ. Teach.*, 4: 11–15, Winter 1956. (*Author:* Member, Board of Higher Education, New York City.)

Commencement address at Jamestown Community College, New York. Discusses five tensions or dual aims in modern collegiate education, and the opportunity of the 2-year college to contribute significantly to resolution of them.

592. Tremonti, Joseph B. *The Status of Catholic Junior Colleges in the United States.* Philadelphia: Temple University, 1950. Unpublished doctoral dissertation. Summarized extensively in four articles in *Cath. Educ. Review,* 49: 28–39, Jan. 1951; 49: 91–105, Feb. 1951; 49: 175–185, March 1951; and 49: 306–313, May 1951. (*Author:* Faculty member, School of Education, University of Detroit, Michigan.)

A study of 25 institutions. First article deals with development, purposes, and holding power; second with curriculums; third with plants and finance; fourth with staff.

593. Tucker, Eugene W. The Military Junior College. *Jun. Coll. Jour.,* 28: 254–255, Jan. 1958. (*Author:* Executive Officer, Kemper Military School, Missouri.)

Describes purposes and special methods of 12 institutions with enrollments from 90 to 200 students each.

594. Valade, William James Adrian. *A Study of the Origin, Development, and Trends of Selected Community Colleges in Michigan.* Detroit, Mich.: Wayne University, 1956. 275 p. Abstract in *Diss. Abstracts,* 16: 1629, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from deans of the 14 junior colleges of Michigan, and intensive analysis of four of the institutions. Conclusion: "On the whole the colleges appeared to be alert to potential shifts in community needs and increasingly aware of what changes should be considered and what goals should be attained."

595. Werwath, Karl O. Function and Future of the Technical Institute. *Coll. & Univ. Bus.,* 18: 17, March 1955. (*Author:* President, Milwaukee School of Engineering, Wisc.)

Shows the special place of the technical institute in training engineering technicians. Discusses the increasing need for such service.

596. Woodburne, Margaret K. Constructing a College on a Shoestring. *Sch. & Soc.,* 86: 12–14, Jan. 4, 1958. (*Author:* Instructor, Coastal Carolina Junior College, South Carolina.)

Discusses problems of finance, trustees, faculty, and plant. Conclusion: "A college on a shoestring is a possibility. It takes careful planning, wise use of resources, a sure tread, and a creative flair."

See also Nos. 4, 16, 26, 28, 48, 72, 94, 101, 111, 141, 153, 154, 182, 196, 201, 203, 207, 209, 211, 212, 213, 214, 220, 221, 232, 233, 234, 237, 246, 249, 252, 260, 270, 271, 272, 279, 282, 290, 291, 296, 297, 365, 414, 434, 435, 439, 440, 441, 442, 443, 447, 448, 449, 474, 635, 648, 723, 724, 1526, 1634, 1649, 1925, 2057, 2064, 2066, 2067, 2074, 2076, 2079, 2416, 2425, 2431, 2436, 2549, 2609.

7. WOMEN'S INSTITUTIONS

597. AAUW Standards Re-Applied. *AAUW Jour.,* 48: 239–242, May 1955.

A statistical study of the status of women as trustees, presidents, deans, and faculty members in 1951 in 19 institutions on the approved list of the American Association of University Women. "Administrators all asserted that from their point of view there was no discrimination; but the real situation is difficult to determine."

598. Beatley, Bancroft. Another Look at Woman's Education. *Jour. Higher Educ.,* 22: 9–18, Jan. 1951. (*Author:* President, Simmons College, Massachusetts.)

Substance of Isabel Bevier Lecture at University of Illinois. A plea for the higher education of women, both as women and as citizens. "It is the burden of this discussion that women's education must attempt to synthesize personal development, social-civic education, preparation for home and family life, and vocational education."

599. Benezet, Louis T. Modern Mythology in Women's Education. *AAUP Bull.,* 36: 487–496, Autumn 1950. (*Author:* President, Allegheny College, Pennsylvania.)

Address at Charter Day of Centenary Junior College, New Jersey. Traces development of higher education from ancient Greece to the present. States first college for women in the United States was Oberlin College, established 1833. "Girls now go to college. They go to all kinds of colleges, small, large, general, technical, 2-year, 4-year, undergraduate, graduate. America generally agrees that this is a good idea. There are of course still some who think it is not." Discusses various types and their curricular offerings. For replies, see L. G. Crocker, No. 602; R. Chamblis, No. 601; and A. F. Morgan, No. 614. For disclaimer by author, see *AAUP Bull.*, 37: 553–555, Autumn 1951.

600. Blackwell, Thomas E. Women's Rights and Higher Education. *Coll & Univ. Bus.*, 27: 46, July 1959. (*Author:* Educational Management Consultant, St. Louis, Mo.)

Discusses the case of a woman applying for admission to Agricultural and Mechanical College of Texas. Right to enter was granted by trial court, but its action was reversed by court of civil appeals. Considers principles involved.

601. Chamblis, Rollin. Women Too Are Persons. *AAUP Bull.*, 37: 547–552, Autumn 1951. (*Author:* Professor of Sociology, University of Georgia.)

Reply to L. T. Benezet, No. 599. Quotes from Rousseau on the proper aim of special education for women. For comments by A. F. Morgan, see No. 614.

602. Crocker, Lester G. A Second-Rate Education for Women? *AAUP Bull.*, 37: 253–259, Summer 1951. (*Author:* Chairman, Department of Modern Languages, Goucher College, Maryland.)

Reply to L. T. Benezet, No. 599. Claims his viewpoint "is unfortunate and ill-conceived" and that "at the very least it would take us back to the education of the polite young lady in the eighteenth century." For comment by A. F. Morgan, see No. 614.

603. David, Opal D., *ed.* *The Education of Women: Signs for the Future.* Washington: American Council on Education, 1959. xi,153 p. (*Author:* Director, Commission on Education of Women, American Council on Education.)

Report of a Conference on the Present Status and Prospective Trends of Research on the Education of Women, at Rye, N.Y., Oct. 27–30, 1957. "The discussions at Rye were centered around 12 papers prepared in advance and presented at the meeting by the authors. . . . The report which appears here is neither a summary nor a condensation. It is essentially a collection of excerpts—but excerpts of generous proportions." Organized in 5 parts: (1) Background and Purposes; (2) Motivation of Women for Higher Education; (3) Pressures and Opportunities That Face the Educated Woman; (4) Current Trends in Education of Women; (5) Research on Education of Women. Bibliography, 254 titles.

604. Dolan, Eleanor. Educated Women—A Mid-Century Evaluation. *Educ. Forum*, 20: 219–228, Jan. 1956. (*Author:* Associate in Higher Education, American Association of University Women.)

Discusses chiefly goals and curriculum, describing especially "three well-defined plans for higher education for women."

605. Havens, Paul S. Goals of Women in Higher Education. *AAUW Jour.*, 48: 161–167, March 1955. (*Author:* President, Wilson College, Pennsylvania.)

Report of conference sponsored by American Association of University Women and Middle States Association of Colleges and Secondary Schools, Jan. 28–29, 1955. "Like all Gaul, this report is divided into three parts,"—Life Goals for Women; How Higher Education Can Help Women to Achieve Their Goals; Curriculum, Faculty, and Administration.

606. Hottel, Althea K. *How Fare American Women?* Washington: American Council on Education, 1955. xii,70 p. (*Author:* Director, Commission on Education of Women, American Council on Education.)

Discusses four subjects: Some Choices Women Face, Judgment for the Future, New Approaches to the Education of Women, and Plans for Cooperative Study and Action. Lists 469 studies under 116 heads "completed or in progress relating to women and their education and reported to the Commission on the Education of Women, 1954." Reviews by W. G. Bowling, *Coll. & Univ.*, 31: 80–82, Oct. 1955; and by J. Christian, *Jour. Home Econ.*, 47: 607–608, Oct. 1955.

607. Komarovsky, Mirra. *Women in the Modern World: Their Education and Their Dilemmas.* Boston: Little, Brown & Co., 1953. xv,319 p. (*Author:* Professor of Sociology, Barnard College, New York.)

Contains seven chapters: I. Women's Education Under Fire. II. Where Angels Fear to Tread. III. Under Twenty-One. IV. The Homemaker and Her Problems. V. Home Plus a Job. VI. Can College Educate for Marriage and Parenthood? VII. Toward a

Philosophy of Women's Education. Reviews by O. Tead, *Jour. Higher Educ.*, 25: 106–107, Feb. 1954; and by B. I. Coon, *Jour. Home Econ.*, 45: 684, Nov. 1953.

608. Kraushaar, Otto F. Science and the Education of Women. *Assoc. Amer. Coll. Bull.*, 43: 89–94, March 1957. (*Author:* President, Goucher College, Maryland.)

Reports that only 7 percent of A.B. graduates of women's colleges in 1955 had majored in science. Gives several answers to the question: "What can the liberal arts colleges for women do in this connection?"

609. Leopold, Alice K. 1955's Women College Graduates in 1956. *Pers. & Guid. Jour.*, 35: 342–346, Feb. 1957. (*Author:* Director, Women's Bureau, U.S. Department of Labor, Washington, D.C.)

"Do women graduates find that college has prepared them for work? What kinds of jobs do they get? Are their jobs related to their undergraduate training? Are women graduates satisfied with their first jobs?" Gives answers to these questions, based on 3,000 women survey participants from 108 colleges, both women's and coeducational institutions.

610. Lloyd-Jones, Esther. Women and Their Education. *Teach. Coll. Record*, 57: 1–7, Oct. 1955. (*Author:* Professor of Education, Teachers College, Columbia University.)

"Social change, which has accelerated in the last 15 years, has drastically affected the lives of women in their family and homemaking aspects and in their participation in occupational activities and community life and affairs." Reviews progress and problems in these areas.

611. ——— Women Today and Their Education. *Teach. Coll. Record*, 57: 431–437, April 1956. (*Author:* See No. 610.)

Considers special curricula, if any, needed and reports research in progress and still needed. "The changes that go on apace justify a careful re-examination of the role that education can and should play to the end that women as individuals may live their lives more happily and with intelligent self-direction, and that the values society holds most dear shall be protected and enhanced."

612. ——— The Commission on the Education of Women—Since 1955. *Educ. Record*, 38: 250–257, July 1957. (*Author:* See No. 610.)

"In this paper the attempt is made to follow through on some of the main lines of inquiry of the Commission, rather than to give a precise inventory of the present status and findings of the individual pieces of research in which the Commission is interested." Reviews the work of the Commission and some of the important publications in the field of higher education for women in the 2 years since publication of their first report, *How Fare American Women*, No. 606.

613. Louttit, C. M. *and* Marksberry, Mary Lee. Attitudes of Women on Higher Education. *Educ. Adm. & Sup.*, 37: 385–395, Nov. 1951. (*Authors:* Faculty members, University of Illinois.)

Summary of Miss Marksberry's doctoral dissertation at University of Chicago, 1951, *Educational Implications of Attitudes of College Women Toward Their Possible Roles in Life.* "Discussion is limited to four subjects. First are the attitudes expressed by our subjects toward several general questions. . . . Second are stereotypes indicated toward selected curricula and the students who enroll in them. The third and, I believe the most significant, is the opinion of our group concerning the roles which women play in our society. Finally, I should like to mention briefly certain data concerned with reported activities of alumnae."

614. Morgan, Alice Fay. A New Look for the Old-Fashioned Liberal Education of Women. *AAUP Bull.*, 39: 259–263, Summer 1953. (*Author:* Professor of Home Economics, University of California.)

Refers to previous articles by L. T. Benezet, No. 599, R. Chamblis, No. 601, and L. G. Crocker, No. 602. "There are now too few women in the colleges. There always have been fewer women students in our colleges and universities than men students." Advocates an adjustment of the liberal arts subjects to the special needs of women students.

615. Mueller, Kate Hevner. *Educating Women for a Changing World.* Minneapolis: University of Minnesota Press, 1954. 302 p. Excerpts, "Women's Education—For What?", *AAUW Jour.*, 48: 136–140, March 1955. (*Author:* Professor of Education, Indiana University.)

"If women are to occupy a place in this 'free' world, they must know the nature of that world, and of themselves and their brothers, in order to be free in it. In such a concept there is no room to despise vocational training as it takes its appropriate

Philosophy of Women's Education. Reviews by O. Tead, *Jour. Higher Educ.*, 25: 106–107, Feb. 1954; and by B. I. Coon, *Jour. Home Econ.*, 45: 684, Nov. 1953.

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609. LEOPOLD, ALICE K. 1955's Women College Graduates in 1956. *Pers. & Guid. Jour.*, 35: 342–346, Feb. 1957. (*Author:* Director, Women's Bureau, U.S. Department of Labor, Washington, D.C.)

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"If women are to occupy a place in this 'free' world, they must know the nature of that world, and of themselves and their brothers, in order to be free in it. In such a concept there is no room to despise vocational training as it takes its appropriate place in the educational hierarchy. Its integration in all other kinds of life work and with citizenship and the leisure aspects of life is the responsibility of the truly liberal educator." Review by M. Stocks, *Jour. Educ.*, (London), 87: 140, March 1955.

616. **Nimkoff, Meyer F.** *and* **Wood, Arthur L.** Woman's Place Academically: The Share of Administrative and Academic Leadership Assigned to Women in Women's Colleges. *Jour. Higher Educ.*, 20: 28–36, Jan. 1949. (*Author:* Member of Seminar in Social Research, Bucknell University, Pennsylvania.)

Reports number of women as administrators and other faculty members in women's colleges for four different types at different periods. Conclusion: "The women's colleges furnish women with the fullest opportunities for educational leadership. However, the women's colleges do not furnish women with as many attractive positions of educational leadership as the men's college provide. The higher women climb up the educational ladder, the more difficult they find the going in competition with men."

617. **Noble, Jeanne L.** *The Negro Women's College Education.* New York: Teachers College, Columbia University, 1956. xi,163 p. plus unpaged appendix (44 p.) of questionnaire forms and tables. Foreword by Esther Lloyd-Jones, Teachers College, Columbia University. Summarized in article by author in *Jour. Negro Educ.*, 26: 15–21, Winter 1957.

Doctoral dissertation at Columbia University. "Dr. Noble has made notable contributions in this volume. She brings together for the first time a systematic account of the historical development of collegiate education for Negro women. She shows how the roles that have been permitted to Negro women by their culture . . . have influenced their higher education in kind and in extent. She presents a wealth of invaluable information about the lives and opinions of more than four hundred representative Negro women who have had four years or more of college education."—Foreword. Review by E. B. Martin, *Teach. Coll. Record,* 59: 125–126, Nov. 1957.

618. **Norris, Louis William.** How to Educate a Woman. *Sat. Review*, 37: 9–10, 38–40, Nov. 27, 1954. (*Author:* President, MacMurray College for Women, Illinois.)

"Is there any particular kind of college in which a woman can be educated most advantageously?" In reply, author favors colleges for women for four reasons.

619. **Riesman, David.** *Some Continuities and Discontinuities in the Education of Women.* Bennington, Vt.: Bennington College, 1957. Excerpts as "Women: Their Orbits and Their Education," *AAUW Jour.*, 51: 77–81, Jan. 1958. (*Author:* Professor of Social Sciences, University of Chicago.)

Third John Dewey Memorial Lecture at Bennington College. "What I have been suggesting throughout is that colleges, in the altered climate of our day, fulfill a different function in the higher education of women (and of young men as well). The danger of intellectual isolation in the colleges, or of the women's colleges being too much like convents or nunneries)—that is, the danger of insufficient academic contact with the problems of adult existence—has been largely overcome.

620. **Sanford, Nevitt.** Is College Education Wasted on Women? *Lad. Home Jour.*, May 1957, p. 78–79, 198. (*Author:* Professor of Psychology, University of California.)

An intensive study of five freshman classes and four senior classes at Vassar College, New York, and comparisons with students and graduates of 25 and 50 years ago. Conclusion: "Returning to the question of whether college education is worth while, the conclusion is that it can be very much worth while from the point of view of a young woman's self development and that it is indispensable from the point of view of society's needs."

621. **Taylor, Harold.** Are Women's Colleges Obsolete? *N.Y. Times Mag.*, Sept. 7, 1958, p. 24, 96–100. (*Author:* President, Sarah Lawrence College, New York.)

Claims that colleges for women offer great opportunity for the independent student. Coeducation, in spite of its values, often fails to permit the best education for a woman.

622. **White, Lynn, Jr.,** *Educating Our Daughters: A Challenge to the Colleges.* New York: Harper & Bros., 1950. x,166 p. (*Author:* President, Mills College, California.)

Directed to parents and their daughters and to those planning for higher education of women. Chapters: Men Get Cheated Too, The Frustration of Feminism, Women Are

Tough, Making Coeducation Co—, A Higher Education for Women, Is the Home Obsolete? The Dowager's Dilemma, Education for Catastrophe, and How to Pick a College. Reviews by G. F. Donovan, *America,* 83: 359–360, July 1, 1950; by F. H. Jameison, *Child Study,* 27: 112–113, no. 4, 1950; by P. E. Henderson, *Coll. & Univ.,* 26: 132–133, Oct. 1952; by K. Vickery, *Educ. Forum,* 15: 107–108, Nov. 1950; by H. N. McCracken, *Jour. Higher Educ.,* 21: 887, Oct. 1950; by M. E. Hilton, *Occupations,* 29: 160–161, Nov. 1950; by M. M. Horton, *Sat. Review Lit.* 33: 13–14, Sept. 9, 1950; by A. M. Baldwin, So. Atlantic Quart., 50: 129–130, Jan. 1951; and by W. Smith, *Survey,* 86: 337–338, June 1950.

623. ——— Do Women's College Turn Out Spinsters? *Harpers,* 205: 44–48, Oct. 1952. (*Author:* See No. 622.)

Points to three surveys which seem to show that graduates of women's colleges marry in as high proportion as those from coeducational institutions. Claims that women's colleges are designed to build a girl's self-confidence, while coeducational ones tend to undermine it.

624. Zapoleon, *Mrs.* Marguerite Wykoff. *The College Girl Looks Ahead to Her Career Opportunities.* New York: Harper & Bros., 1956. xi.272 p. (*Author:* Special Assistant, Women's Bureau, U.S. Department of Labor.)

"This book presents an overview of occupational possibilities that you, as a college girl, may well consider before making significant decisions. It presents the widest coverage of fields of work possible in a book of this size. . . . It is not an encyclopedia." Fifteen chapters cover all major opportunities open to women college graduates. Bibliography, 38 titles.

See also Nos. 39, 49, 54, 81, 86, 92, 111, 129, 282, 292, 296, 372, 543, 1576, 1658, 1754, 1962.

8. NEGRO INSTITUTIONS

See also specialized articles on various phases of higher education in *Journal of Negro Education.*

625. Boykin, Leander L. The Role of Higher Education for Negroes in a Changing Social Order. *Assoc. Amer. Coll. Bull.,* 43: 315–319, May 1957. (*Author:* Director, Division of Education, Southern University, Louisiana.)

"There are few signs as yet that some colleges and universities for Negroes had had the intellectual courage to admit that they may have been wrong in advocating the training of Negro youth for a racially divided society." Lists 12 needs if higher education of Negroes "is to go in the direction that changing conditions and circumstances demand." Presents "three possible courses that colleges and universities for Negroes may take before the challenge that faces them."

626. Desegregation and the Negro College. *Jour. Negro Educ.,* 27: 209–435, Summer 1958.

Entire issue, organized in 25 chapters of different authorship, is devoted to the subject. First three chapters deal with the historical background of the Negro college—public, private, graduate, and professional. Next 15 chapters deal with present status of segregation in higher education in each of the Southern States. Final seven chapters devoted to the future of the desegregated Negro colleges—land-grant colleges, other public colleges, private colleges, graduate and professional education.

627. Harrison, Elton C. On Reorientation of Colleges for Negroes. *Jour. Higher Educ.,* 26: 297–299, 342, June 1955. (*Auther:* Coordinator of Instruction, Southern University, Louisiana.)

Shows that colleges for Negroes must keep pace with the changes in the Negro's social status if they are to serve him effectively. Offers various suggestions for achieving this aim.

628. Jones, Lewis W., *ed.* Southern Higher Education Since the Gaines Decision: A Twenty Year Review. *Jour. Educ. Sociol.,* 22: 241–316, Feb. 1958. (*Author:* Director of Social Science Research, Tuskegee Institute, Alabama.)

"We undertake here an appraisal of developments in the provision for higher education for Negroes in the South over the twenty years since the Gaines decision." Contains 10 articles by different authors concerning various aspects, including court decisions, progress in desegregation, tax-supported colleges, private colleges, Foundation policies, academic freedom, and prospects for Negro higher education.

629. Lash, John S. The Umpteenth Crisis in Negro Higher Education. *Jour. Higher Educ.,* 22: 432–436, 458, Nov. 1951. (*Author:* Professor of English, Maryland State College, University of Maryland.)

Discusses the question: "Can the Negro colleges survive in a pattern of integrated higher education?"

630. NOBLE, JEANNE L. Future Educational Emphasis: Psychological or Sociological. *Jour. Negro Educ.*, 25: 402–409, Fall 1956. (*Author:* Faculty member, City College, N.Y.)

"The concept of releasing the Negro potential can perhaps be accomplished more meaningfully within a psychological framework than a sociological one. . . . The challenge for the Negro college lies in its ability to provide such an education for its students."

631. The 125th Anniversary of the American Baptist Home Missionary Society. *Jour. Negro Educ.*, 27: 101–158, Spring 1958.

A series of addresses on higher education for Negroes at Special Commemoration Convocation, Virginia Union University, Nov. 12–13, 1957: "The Furnishings of a Healthy Mind," by Clarence W. Cranford, President, American Baptist Convention; "Colleges for Negro Youth and the Future," by F. D. Patterson, Director, Phelps-Stoke Fund; "The New Heaven and the New Earth," by Howard Thurman, Dean, Marsh Chapel, Harvard University; "Not to the Swift: Progress and Prospects of the Negro in Science and the Professions," by W. Montague Cobb, Professor of Anatomy, Howard University; "The Negro College: In Retrospect and In Prospect," by Charles H. Thompson, Dean, Graduate School, Howard University; "The Role of the Negro College in Retrospect and Prospect," by Albert E. Manley, President, Spellman College, Georgia, and Thomas H. Henderson, Dean, Virginia Union University; "Maintaining Solvency of the Private College Through Efficient Management," by Alonzo G. Moron, President, Hampton Institute, Virginia; "Solvency of the Private Colleges," by W. J. Trent, Jr., Executive Director, United Negro College Fund, Inc.; and "Some Pains of Progress," by William H. Hastie, Judge of U.S. Court of Appeals.

632. PATTERSON, JOSEPH NORENZO. *A Study of the History of the Contribution of the American Missionary Association to the Higher Education of the Negro—With Special Reference to Five Colleges Founded by the Association, 1865–1900.* Ithaca, N.Y.: Cornell University, 1956. 346 p. Abstract in *Diss. Abstracts*, 17: 804–805, April 1957.

Unpublished doctoral dissertation (Ed. D.). Covers Fisk, Talladega, Atlanta, Straight universities and Hampton Institute. "Because of the association's policy of allowing the presidents and faculties of the schools a free hand in setting aims and establishing curriculums, Hampton alone developed into an industrial training school; Fisk, Talladega, Straight, and Atlanta developed into liberal arts colleges, since most of the founders and leaders in those schools were the product of the classical curriculums of Harvard, Yale, and Dartmouth."

633. PAYNE, JOSEPH ARTHUR, JR., *An Analysis of the Role of the Association of Colleges and Secondary Schools for Negroes from 1934 to 1954.* Bloomington: Indiana University, 1957. 239 p. Abstract in *Diss. Abstracts*, 18: 923–924, March 1958.

Unpublished doctoral dissertation (Ed. D.). "The general intent of this study is to assess the need for the Association, . . . to reappraise its past policy with reference to the development of Negro colleges and Negro higher education as to the appropriateness of that policy for the emerging future," especially in view of the Supreme Court decision of May 17, 1954.

634. TAYLOR, JOSEPH THOMAS. *An Analysis of Some Factors Involved in the Changing Functions and Objectives of the Negro College.* Bloomington: Indiana University, 1952. 277 p. Abstract in *Diss. Abstracts*, 14: 733–734, April 1954.

Unpublished doctoral dissertation (Ph. D.). "The problem of this study may be defined as an attempt to analyze the principal aims and objectives of the Negro college in selected historical periods. This study was prompted by the existence of a crisis in higher education for Negroes growing out of significant Supreme Court decisions."

635. WALKER, GEORGE H., JR. Analysis of Negro Junior College Growth. *Jun. Coll. Jour.*, 29: 268–271, Jan. 1959. (*Author:* Professor of Education, Southern University, Louisiana.)

A statistical study of development, annually, since 1929–30, covering number, enrollments, size, and other features. Similar studies in *Jun. Coll. Jour.*, Feb. 1955, Feb. 1956, Jan. 1957, and Feb. 1958. Feb. 1956 study lists 13 junior colleges which have become senior colleges.

See also Nos. 53, 85, 91, 102, 106, 121, 146, 185, 186, 224, 229, 444, 939, 990, 1138, 1632.

III. *Federal Relations*

636. ALLEN, HOLLIS P. *The Federal Government and Education: The Original and Complete Study of Education for the Hoover Commission Task Force on Public Welfare.* New York: McGraw-Hill Book Co., 1950. xvii,333 p. (*Author:* Professor of Education, Claremont Graduate School, California.)

A comprehensive study showing development and status up to 1950 of all phases of relationship of Federal government to education, especially to higher education. Reviews by L. O. Garber, *Educ. Outlook,* 25: 49–50, Nov. 1950; by E. E. Lewis, *Educ. Research Bull.,* 29: 246, Dec. 1950; by D. P. Cottrell, *Jour. Higher Educ.,* 22: 165, March 1951; and by E. L. Morphet, *Nation's Schools,* 46: 53–54, Aug. 1950.

637. ALLEN, HOLLIS P. *and* DEISENROTH, CARL E. The Federal Government and Education. *Review Educ. Research,* 22: 366–374, October 1952. (*Authors:* Faculty members, Claremont College, California.)

Review of recent studies in the field. Bibliography, 62 titles.

638. AXT, RICHARD G. *The Federal Government and Financing Higher Education.* New York: Columbia University Press, 1952. xiv,295 p.

Published for the Commission on Financing Higher Education. In three parts: I. The Issues and the Historical Background (four chapters); II. The Major Federal Programs in Higher Education (four chapters); III. Federal Aid, Scholarships, and Defense (three chapters). Review by W. P. Sears, *Educ.,* 73: 397, Feb. 1953.

639. ——— The Joseph Report—Toward a Federal Policy in Higher Education. *Educ. Record,* 38: 291–299, Oct. 1957. (*Author:* Assistant Director, Western Interstate Commission for Higher Education, Boulder, Colo.)

Discusses the Zook report of 1947 (No. 682), and the Joseph's report of 1957 (No. 667). "This may be an appropriate time to compare briefly these two reports and to consider how far we have advanced toward a Federal policy in higher education. Then a preliminary appraisal of the policy which may come from the Joseph's Committee recommendations will be offered." Conclusion: "To sum up, I would propose an interest in improving the quality of our expanding system of higher education, with appropriate Federal action, as the cornerstone of Federal policy over the next few years, rather than massive, direct Federal aid to the States and institutions, which the Committee, I think rightly, rejects at this time."

640. BLAUCH, LLOYD E. Higher Education and the Federal Government. *Higher Educ.,* 13: 53–59, Dec. 1956. (*Author:* With U.S. Office of Education.)

Outlines some of the principal Federal programs which relate to higher education, including aid to institutions, education for national defense, assistance to students, physical facilities, research, international educational relations, and information and service. Bibliography, eight titles.

641. ——— Federal Relationship to Higher Education. *Higher Educ.,* 15: 30–32, Oct. 1958. (*Author:* See No. 640.)

Covers aid to institutions, education for national defense, financial aid to students, physical facilities, and activities of the U.S. Office of Education. "A more detailed statement than this article was published in *Higher Education,* December 1956." See No. 640.

642. ——— Higher Education Activities of the Office of Education. *Higher Educ.,* 15: 149–156, May 1959. (*Author:* See No. 640.)

Outlines expanding services and personnel in the Office as of spring of 1959.

643. BLUM, VIRGIL C. Financing Higher Education. *Jour. Higher Educ.,* 29: 309–316, 351, June 1958. (*Author:* Assistant Professor of Political Science, Marquette University, Wisconsin.)

Discussion of Second Report of President's Committee on Education Beyond the High School (No. 667). Sees a dark future for privately supported and meagerly endowed colleges. "What we need, it seems to me, is a Federal or State or Federal-State program that will enable our 1,225 privately supported schools not only to survive but to develop and expand on the basis of solid academic standards."

644. Cain, J. Harvey. The Battle of the Second Educational Bulge. *Coll. & Univ. Bus.*, 24: 19–21, Jan. 1958. (*Author:* With U.S. Office of Education.)

"Once Uncle Sam, guised as a Fuller brush man, gets his foot in the door to furnish new classrooms, you will never get him back to Washington. . . . Too many people have been deluded into thinking that through Federal aid they are getting something the other fellow is paying for. . . . [Education] can be accomplished most effectively and economically at the State and local level."

645. Caldwell, John T. Proposals for Federal Aid to Higher Education. In National Association of State Universities, *Transactions*, 1956, p. 58–63. (*Author:* President, University of Arkansas.)

Considers especially legislation regarding scholarships and fellowships, and construction facilities.

646. ——— Federal Aid to the Instructional Program. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 310–313. (*Author:* See No. 645.)

Asks: "Should Federal aid for instruction in higher education be made available to *all* types of institutions—that is, to private and church-related as well as to tax-supported colleges and universities?" and a dozen auxiliary questions depending upon the answer to this basic question. Expresses his own conviction that such aid should be given only to institutions "supported and controlled through constituted organs of civil government."

647. Carlson, Theodora E. *Guide to the National Defense Act of 1958.* Washington: Government Printing Office, 1959. (Office of Education, Circular No. 553). iv,32 p. (*Author:* With U.S. Office of Education.)

A popular presentation of the more significant aspects of each of the 10 titles of the Act. "In the swinging sweep of the 10 titles it touches—and returns to touch again—every level of education, public and private, from the elementary school through the graduate."

648. Case, Clifford P. Federal Aid to Junior Colleges. *Coll. & Univ. Bus.*, 22: 21, March 1957. (*Author:* United States Senator from New Jersey.)

"I have proposed consideration of an emergency program of Federal aid to provide classrooms at two-year colleges. . . . It promises the most economical way of bringing higher education within reach of the most people."

649. Corson, John L. President Eisenhower's Committee on Education Beyond the High School. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1956, p. 49–56. (*Author:* Consultant to Chairman of the Committee.)

Gives a general summary of the Report. (No. 666.) "If the President's Committee succeeds . . . it will be measured by the plans that are made by public and private institutions alike to adapt and expand in order to provide the kind and quality of education beyond the high school that will be needed in the 1960's."

650. Davidson, Carter. Federal Aid to Education. *Amer. Jour. Pharm. Educ.*, 21: 327–337, Fall 1957. (*Author:* President, Union College, New York.)

After 20 years of educational experience, says: "I still believe as strongly as ever in the independence of the colleges of pharmacy, and our colleges and universities in general, from Federal subsidy." Shows that Federal grants necessarily do "interfere with the administration and with the policy of higher institutions," and that needed additional support can be better secured elsewhere.

651. Derthick, Lawrence G. Higher Education and the National Interest. *Sch. & Soc.*, 86: 212–215, May 10, 1958. (*Author:* U.S. Commissioner of Education.)

Address at National Conference on Higher Education, Chicago, March 5, 1958. "I wish to discuss one of the most critically important aspects of education in the national interest today: the development of effective teamwork between institutions of higher education and the Federal government." Discusses especially Federal scholarships, foreign language teaching, expansion of graduate instruction, and provision for more college teachers. "It is a shame upon us . . .

that we have an estimated 300,000 persons in each year-group who have the capabilities to achieve the Ph. D. level, but only about 9,000 Ph. D.'s are actually awarded each year."

652. EDMAN, V. RAYMOND. No Federal Scholarships, Thank You! *Coll. & Univ. Bus.*, 25: 17, Sept. 1958. (*Author:* President, Wheaton College, Illinois.)

"The present hue and cry for Federal scholarship aid is among the most recent panaceas proposed for higher education. . . . Scholarship aid is not a Federal responsibility."

653. EISENHOWER, DWIGHT D. Our Educational System: Message from the President of the United States. *Higher Educ.*, 12: 85–88, Feb. 1956. (*Author:* President of the United States.)

Special message to Congress relative to educational system of the country, Jan. 12, 1956. Covers the White House Conference on Education, Federal Aid in Meeting Classroom Shortages, Essential Principles in Federal Grants, Educational Research, Education Beyond the High School, and Teaching. "These several proposals are designed not only to correct current problems, but to build for the future."

654. ——— President Eisenhower's Message on Education. *Higher Educ.*, 13: 97–99, Feb. 1957. (*Author:* See No. 653.)

Text of message to Congress of Jan. 28, 1957. Discusses Teachers, Office of Education, Education Beyond the High School, Federal Aid for School Construction, and Basic Principles.

655. ——— President Eisenhower's Message on Education. *Higher Educ.*, 14: 89–92, Feb. 1958. (*Author:* See No. 653.)

Includes one section, "Increasing the Supply of College Teachers," recommending Federal provision of "graduate fellowships to encourage more students to prepare for college teaching careers" and "Federal grants, on a matching basis, to institutions of higher education to assist in expanding their graduate school capacity."

656. Federal Government and Higher Education: A Journal Symposium. *Jour. Higher Educ.*, 21: 339–359, Oct. 1950.

Comprises five articles: (1) "Federal Aid to Higher Education," by Hon. Elbert D. Thomas, U.S. Senator from Utah; (2) "The Need for Federal Aid to Students," by Buell G. Gallagher, U.S. Office of Education; (3) "Federal Practices: A Presentation and a Discussion," by Hollis P. Allen, Professor of Education, and David W. Davies, Librarian, both of Claremont Graduate School, California; (4) "The Integrity of the Independent College," by Byron S. Hollinshead, President, Coe College, Iowa; (5) "How the British University Grants Committee Functions," by Sir Peter Dinnes, Director, National Research Foundation for Educational Research in England and Wales.

657. FLEMMING, ARTHUR SHERWOOD. The National Defense Education Act. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 75–80. (*Author:* Secretary, U.S. Department of Health, Education, and Welfare.)

"The purpose of my talk is to ask you to help me discharge a responsibility that is placed upon me by the National Defense Education Act. . . . I know of no group of institutions of higher education that is in a better position to help to provide the answer to this question than the group that belongs to this Association. . . . Are the current policies and procedures of the Federal Government in such areas as the granting of scholarships and fellowships, in the awarding of grants for research and training, in the operation of ROTC programs, and in making funds available for the construction of facilities weakening or strengthening the educational programs and objectives of our institutions of higher education?" Stresses the need for factual information along six distinct lines before an answer can be given to these questions.

658. FLYNT, RALPH C. M. The Breakthrough in Federal Backing. *Coll. Board Review*, No. 36, 14–17, Fall 1958. (*Author:* With U.S. Office of Education.)

Reports major features of National Defense Act of 1958.

659. GARDNER, JOHN W. Federal Programs in Higher Education. In Carnegie Foundation for the Advancement of Teaching, *Annual Report*, 1956–57, p. 11–27. Also published as separate reprint. (*Author:* President of the Foundation.)

Discusses six existing forms of Federal action, Federal support of special fields, strengthening the teaching profession, national responsibility of leaders in higher education, and role of an informed public. "If the American public does not understand what its colleges and universities are about and is not willing to learn, nothing can save them."

660. The General Philosophy of Federal Aid to Higher Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 301–313.

Series of papers on various aspects of the general subject by David D. Henry, President, University of Illinois; John T. Caldwell, President, University of Arkansas; Frederick L. Hovde, President, Purdue University, Indiana; Donald R. Theophilus, President, University of Idaho; and Omer C. Aderhold, President, University of Georgia. For first two papers, see No. 664 and No. 646.

661. Gibson, Harold E. Should the Federal Government Guarantee Higher Education Through Grants to Colleges and Universities? *Sch. Act.*, 27: 97–100, Nov. 1955. (*Author:* Faculty member, Illinois State Normal University.)

Presents arguments on both sides of the question as suggestions for use in current high school debate series.

662. Harlow, James G. Five Years of Discussion. *Jour. Higher Educ.*, 24: 17–24, Jan. 1953. (*Author:* Dean, University of Oklahoma.)

Survey of published comments on Reports of President's Commission on Higher Education (No. 682) and quotations from some of them. Bibliography, 26 titles.

663. Henderson, Algo D. Contrasting Principles in Higher Education. *Sch. & Soc.*, 77: 195, March 28, 1953. (*Author:* Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

"Since the War two commissions, composed of nationally prominent educators and laymen, have made comprehensive studies of higher education in the United States. Below, in contrasting paragraphs, are some quotations from their respective reports." Refers to groups of which G. F. Zook (No. 682) and J. D. Millett (No. 2418) were chairmen. Example: First says: "The time has come for America to develop a sound pattern of continuing Federal support for higher education." Second says: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities."

664. Henry, David D. The Present Role of the Federal Government in Higher Education. In Association of Land-Grant Colleges and State Universities, *Proceedings*, 1958, p. 301–303. In expanded form in *Educ. Record*, 40: 197–203, July 1959. (*Author:* President, University of Illinois.)

"It is time that Congress and the administration consider a proposal which will be of benefit to all institutions and still be within the responsibilities of the Federal Government. The recently enacted National Defense Education Act does not meet these specifications. Insofar as it touches higher education, it is piecemeal, indirect, and uneven in its spread."

665. Howes, Raymond F. Federal Aid Is a Dubious Concept. *Coll. & Univ. Bus.*, 21: 25–27, Oct. 1956. (*Author:* Staff member, American Council on Education.)

"'Federal aid' is a misleading, and at best meaningless, phrase to describe the extremely complicated relationships between Federal agencies and institutions of higher learning. The area suggested by the phrase, however, is one of great and growing importance to higher education, to the Federal government, and to the nation." Summarizes various programs including housing loans, contract research, Federal scholarships, veterans' benefits, and medical and dental grants.

666. Josephs, Devereux C. *First Interim Report to the President.* Washington: President's Committee on Education Beyond the High School, Nov. 1956. 12 p. (*Author:* Chairman of the President's Committee; Chairman, New York Life Insurance Co.)

"This first report . . . is tentative in nature and by design. It is hoped that the preliminary conclusions will promote discussion among as many educators and laymen as possible. . . . As soon as we have received as much comment and criticism as possible, we will issue a second report appropriately modified. It is our present plan that it will contain a series of recommendations." (See No. 667.) Consists of three divisions: The Problem and an Approach to Its Solution, Premises on Which a Solution Should Be Based, and Preliminary Conclusions.

667. ——— *Second Report to the President.* Washington: Government Printing Office, July 1957. xiii,114 p. Also *Summary Report*, xiii,26 p., with text identical with first section (p. 1–26) of main report. (*Author:* See No. 666.)

Contains five chapters: I. The Need for Teachers. II. The Need for Assistance to Students. III. Expansion and Diversity of Educational Opportunity. IV. Financing Higher Education. V. The Federal Government and Education Beyond the High School. Summary Report contains 47 numbered recommendations, with considerable discussion and comment. For further comments see R. G. Axt, No. 639; and B. Ruml, No. 677.

668. KLOPSTEG, PAUL E. Role of Government in Basic Research. *Science*, 121: 781–784, June 3, 1955. (*Author:* With National Science Foundation.)

"In summary, it is clear that the Government has a present important role in supporting basic research by providing funds for the conduct of such research in the laboratories of its own agencies and, in emergencies, for the procurement of research and development services from non-governmental agencies. It must also make grants and contracts under which educational institutions may support the work of research scientists on their faculties."

669. MCCASKILL, JAMES L. The Federal Concern for Higher Education. In Southern Association of College and University Business Officers, *Proceedings*, 1956, p. 55–64. (*Author:* Director, NEA Division of Legislation and Federal Relations.)

States as basic generalizations that the Federal Government will continue to be the dominant regulative force in the American economy and that it is going to play a large part in determining the future of American higher education. Discusses especially scientific manpower shortage, college housing loan program, research funds, and national scholarship program.

670. MILLER, HELEN ADELE. Intergovernmental Relations in the Administration of Education: Higher Education. *Educ. Record*, 36: 180–188, April 1952. (*Author:* Educational Analyst, Legislative Reference Section, Library of Congress.)

"In the long history of public higher education in the United States . . . since more and better higher education for a larger percentage of the population has become essential to the discharge of the responsibilities of the Federal Government and of the States, the scope of activities, out of necessity, has increased in this field." Reviews development of land-grant colleges, housing loans, development of single boards of trustees in some states, and increase in cooperative relationships.

671. MILLETT, JOHN D. Federal Scholarships. *Jour. Higher Educ.*, 28: 469–480, 515, Dec. 1957. (*Author:* President, Miami University, Ohio.)

Gives reasons, both educational and political, for his belief that system of Federal scholarships would harm rather than benefit higher education in the United States.

672. MOYNIHAN, DANIEL P. A Second Look at the School Panic. *Reporter*, 20: 14–19, June 11, 1959.

Adverse criticism of the National Defense Education Act of 1958 and the question of Federal assistance to education in general.

673. NORDBY, GENE M. The Role of the Federal Government in Supporting Basic Engineering Research. *Jour. Eng. Educ.*, 49: 320–327, Jan. 1959. (*Author:* Head, Department of Civil Engineering, University of Arizona.)

"In the fiscal year 1957, the expenditures by the Federal government for scientific research and development amounted to approximately $3 billion" of which 48 percent was spent within the Federal government, 35 percent went to profit institutions, and 14 percent went to educational institutions. "More than two-thirds of the funds for research in educational institutions is provided by the Federal government. This has been both a boon and a curse to these institutions."

674. PACE, FRANK, JR. The Federal Government and Education. *Jour. Higher Educ.*, 21: 1–10, 55, Jan. 1950. (*Author:* Director, U.S. Bureau of the Budget.)

"Federal programs in the field of education are generally highly specialized in their purposes. There has been, however, in recent years an increased awareness of a need for Federal educational programs which will provide a sustaining type of support."

675. QUATTLEBAUM, CHARLES A. Review of Federal Educational Activities. *Educ. Record*, 32: 393–408, Oct. 1951. (*Author:* Specialist, Legislative Reference Section, Library of Congress.)

Reviews programs of the Federal Security Agency (Office of Education), Veterans Administration, Department of Defense, Other Departments, and Other Independent Agencies, and summarizes total expenditures for Federal educational activities for 1950, totaling $3,600,000,000.

676. ——— *Federal Aid to Students for Higher Education.* Washington: Government Printing Office, 1956.

(Printer for Committee on Education and Labor, 84th Congress, 2d Session), vi,191 p. Summary by author in *Higher Educ.*, 13: 17–20, Oct. 1956; and in *Sch. & Soc.*, 85: 104–106, March 30, 1957. (*Author:* See No. 675.)

In nine chapters: I. Introduction: Summary of Findings. II. Development of Federal Polices in Higher Education. III. Earlier Proposed Federal Programs. IV. Current Proposals and Related Statements. V. Digest of Related Studies. VI. Arguments Pro and Con. VII. Current Federal Programs Aiding Certain Students. VIII. State–Financed Scholarships. IX. State–Aid Programs of Other National Governments.

677. Ruml, Beardsley. Comments on Second Report by President's Committee on Education Beyond the High School. *Sch. & Soc.*, 86: 276–281, June 21, 1958. (*Author:* See No. 287.)

Incisive comments on nine aspects of the Report (No. 667). Most significant is discussion of student–teacher ratio of 20 to 1. Discusses also uses of lecture system, preparation of college teachers, and inadequacy of the Ph. D. degree.

678. Snavely, Guy E. Thumbs Down on Federal Scholarships! *Coll. & Univ. Bus.*, 9: 23–25, Oct. 1950. (*Author:* Executive Director, Association of American Colleges.)

"Never has there been a royal road to learning. Nor will there be even if every young man or woman is given a Federal scholarship for a chance at a collegiate education."

679. Stine, Dorothy Pearce. *The Role of the United States in the International Educational Exchange of Teachers and Students.* Houston, Texas: University of Houston, 1954. 379 p. Abstract in *Diss. Abstracts*, 14: 1609–1610, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study is to present a developmental analysis of the participation of the United States Government and citizens in the international exchange of teachers and university students during the first half of the twentieth century."

680. Summary of National Defense Act of 1958. *Higher Educ.*, 15: 23–32, 39, Oct. 1958.

A summary of the provisions of Public Law 85–864. Covers student loans; financial assistance for strengthening instruction in science, mathematics, and foreign languages; national defense fellowships; guidance and testing and encouragement of able students; modern foreign language developments, research in television and related media; and area vocational education programs. Entire issue is devoted to this act and to certain other aspects of Federal educational legislation.

681. Teague, Olin E. The Relationship of the Federal Government to the Land-Grant Institutions. In Association of Land-Grant Colleges, *Proceedings*, 1951, p. 74–80. (*Author:* Member of U.S. Congress from Texas.)

"Regardless of the original Federal grant, the small annual Federal appropriations, and the presence of joint Federal–State programs on college campuses, such as the R.O.T.C. program, Land-Grant colleges have remained State institutions under the control of State governing bodies." Discusses Federal scholarship proposals and Student Aid Bill.

682. Zook, George Frederick. *Higher Education for American Democracy.* Washington: Government Printing Office, December 1947. 6 vols. Also as single volume, New York: Harper & Bros., 1947. Separate paging of each of the six component parts. (*Author:* President, American Council on Education; Chairman, President's Commission on Higher Education.)

Report of the President's Commission on Higher Education. I. Establishing the Goals. 103 p. II. Equalizing and Expanding Individual Opportunity, 69 p. III. Organizing Higher Education, 74 p. IV. Staffing Higher Education, 63 p. V. Financing Higher Education, 68 p. VI. Resource Data, 51 p.

See also Nos. 47, 256, 258, 264, 267, 283, 284, 285, 324, 455, 546, 749, 976, 1984, 2036, 2272, 2418, 2419, 2424, 2468, 2469, 2472, 2541, 2580, 2582, 2583.

IV. *Regional Organizations*

683. ADAMS, SHERMAN. Need for Regional Cooperation in New England. *Educ. Record*, 33: 158–168, April 1952. (*Author:* Governor, New Hampshire.)

Outlines some of the causes as well as some of the difficulties involved in trying to arrange a Tri-State Authority in Maine, New Hampshire, and Vermont for cooperation in certain phases of higher education.

684. CHAMBERLAIN, ROY. President's Annual Address. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 59–65. (*Author:* President of the Association; Trustee, University of Wyoming.)

Reviews developments of three regional boards, Southern, Western, and New England, and considers their relationships to the Association. Discusses functions of institutional boards of trustees.

685. DURHAM, GEORGE HOMER. WICHE: An Experiment in Interstate Cooperation and Regional Planning. *West. Pol. Quart.*, 10: 692–700, Sept. 1957. (*Author:* Vice President, University of Utah.)

Describes the Western Interstate Commission for Higher Education and its cooperative efforts to pool certain higher educational facilities, particularly in medicine and dentistry. Traces organizations development and evaluates its accomplishments since 1951.

686. ENARSON, HAROLD L. State and Regional Planning in Higher Education. In Association of Governing Boards of State Universities and Allied Institutions *Proceedings*, 1955, p. 75–81. (*Author:* Executive Director, Western Interstate Commission for Higher Education.)

Discusses briefly State planning, and more fully regional planning, under three headings: Contracts, Memoranda of Agreements, and Regionwide Surveys.

687. ——— You Can't Go Wrong With Regionalism. *Coll. & Univ. Bus.*, 19: 19–21, Aug. 1955. (*Author:* See No. 686.)

Describes origin of Western Interstate Commission and its methods of work. Discusses four main obstacles to regional education and three counter-balancing factors.

688. ——— Address. In Western College Association, *Proceedings*, Spring 1957, p. 77–81. (*Author:* See No. 686.)

Outlines organization, methods of operation, and plans of Western Interstate Commission for Higher Education, governmental agency created by interstate compact of 11 Western States.

689. HOUSTON, CLIFFORD G. *and* FORBES, ROBERT J. Western Personnel Institute: A Regional Development in Education. *Educ. Record*, 34: 77–80, Jan. 1953. (*Authors:* (1) Dean of Students, University of Colorado; (2) Coordinator, Pasadena City College, California.)

Describes the organization and program of regional cooperation of the Institute, composed of representatives of 23 colleges and universities in 11 Western States.

690. IVEY, JOHN E., JR. An Emerging Regional Program in Higher Education. In National Association of State Universities, *Proceedings*, 1952, p. 32–52. Also in *Educ. Record*, 33: 135–157, April 1952. (*Author:* Director, Southern Regional Education Board.)

A detailed account of the organization, field, and activities of the Southern Regional Education Board, formed by agreement of 14 Southern States, for cooperative educational service and research.

691. ——— Regional Cooperation to Improve Graduate Education and Research. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1954, p. 32–40. (*Author:* See No. 690.)

Describes the program of the Southern Regional Education Board in the field of graduate instruction.

692. KIGER, JOSEPH C. The Large Foundations in Southern Education: A Review and Evaluation. *Jour. Higher Educ.*, 27: 125–132, 172–173, March 1956. (*Author:* Assistant Director, Southern Scholarships Fund.)

Discusses the work of the Peabody Education Fund, Slater Fund, General Education Board, Carnegie Foundation for the Advancement of Teaching, Carnegie Corporation of New York, Julius Rosenwald Fund, Ford Foundation, and Duke Endowment.

693. **Kroepsch, Robert H.** Regional Cooperation: A New Concept in New England Higher Education. *New Eng. Assoc. Review*, 5: 1–3, Nov. 1956. (*Author:* Executive Secretary, New England Board of Higher Education.)

Reports organization, functions, and work of the New England Board of Higher Education to date, especially in improvement of educational opportunities in medicine and dentistry, and need for basic research. "Our hopes for the future are high."

694. Regional Education to Be in National Spotlight. *Regional Action*, 10: 1, 6, June 1959.

Announcement of plans for the first National Conference on Regional Education, to be held at Greenbrier Hotel, White Sulphur Springs, W. Va., July 5–7, 1959. "The nation's three regional interstate compact agencies in the field of higher education—the Southern Regional Education Board, the Western Interstate Commission for Higher Education, and the New England Board of Higher Education—are sponsoring the Conference. The meeting is being held in observance of the tenth anniversary of the first regional education program which was pioneered in the South with the signing of the Southern Regional Education Compact in 1949." (For comment on date of organization, see No. 698.)

695. **Sommer, Sebastian.** Southern Regional Education Board: A Summary of Operations, 1949–57. *Higher Educ.*, 13: 101–104, Feb. 1957. (*Author:* Assistant to the Director, Southern Regional Education Board.)

Summarizes eight years of activities of the Board including interstate contracts for professional education, annual legislative work conferences, and research on various special problems.

696. **Stearns, Robert Lawrence.** Western Regional Cooperation in Higher Education. In National Association of State Universities, *Proceedings*, 1952, p. 52–56. (*Author:* President, University of Colorado.)

Describes field and early activities of Western Interstate Commission on Higher Education, covering 11 Western States, especially preparation in the health sciences, medicine, dentistry, veterinary medicine, and public health.

697. **Sugg, Redding S., Jr.** Regionalism in Higher Education. *Jour. Higher Educ.*, 27: 73–79, 115–116, Feb. 1956. (*Author:* Associate Professor of English, Georgia School of Business Administration.)

Summary of the varied activities of the Southern Regional Education Board, including publications, conferences, and other types of cooperative effort. "The most characteristic feature of the program is interstate cooperation based on that homogeneity of culture, resources, and experience which makes a region."

698. **Toles, Caesar Francis.** *Regionalism in Southern Higher Education.* Ann Arbor: University of Michigan, 1953. 213 p. Abstract in *Diss. Abstracts*, 13: 713, No. 5, 1953.

Unpublished doctoral dissertation (Ph. D.). A history and evaluation of the methods of the Southern Regional Education Board since its organization in 1948. (*Note:* See No. 694 which gives 1949 as the origin of the Board. Toles states that the Interstate Compact was formed by the Southern Governors' Conference, Feb. 8, 1948, the basis for the Southern Regional Education Board.)

699. **Western Governor's Conference.** *Western Regional Cooperation in Higher Education.* Chicago: Council of State Governments, 1951. ii,30 p.

Report of conference of Governors of 11 Western States and Territories of Alaska and Hawaii, recommending a compact to establish the Western Interstate Commission for Higher Education, and defining its form of organization, purposes, and fields of service.

700. **Western Interstate Commission for Higher Education.** Boulder, Colorado, 1955, 1956, 1957, 1958.

Annual reports of the Commission as follows: *Working Together in the West Through WICHE*, 1955. 20 p.; *Looking to the Future in Western Education*, 1956. 24 p.; *Era of Decision in Western Education*, 1957. 28 p.; *Balanced Growth in Western Education*, 1958. 36 p. The 1958 report discusses aims, organization, programs, and costs of the Commission.

701. ——— *Selecting Students for Western Colleges and Universities.* Boulder, Colo.: The Commission, 1959. 44 p.

Report of a seminar on admissions and retention policies of the public colleges and universities in the West.

See also Nos. 256, 716, 990, 991, 996, 1061, 1608, 1662, 2210, 2354, 2434, 2444.

V. *Statewide Administration*

See also State Surveys under "Surveys: State and National," Nos. 182–247.

702. Beu, Frank A. A Single State Board. *Ill. Educ.*, 40: 182–184, Jan. 1952. (*Author:* President, Western Illinois State College.)

Reply to L. Morey, No. 721. Gives reasons for conviction that "one State Board of Regents for Higher Education is a more feasible and workable plan than making all the public institutions of higher learning a part of a single Statewide institution under a single executive head."

703. Boles, Donald E. The Administration of Higher Education in Wisconsin. *Jour. Higher Educ.*, 27: 427–439, Nov. 1956. (*Author:* Assistant Professor of Government, Iowa State College.)

Summary of the *Interim Report on Higher Education in Wisconsin,* prepared for the Wisconsin Legislative Council (No. 247). Studies historically the development of higher education in the State and discusses the problems and conflicts arising between some of the institutions. Outlines provisions of new law. "Thus it would appear that after a century of failure, a major step has finally been taken toward unifying the administration of state-supported institutions of higher education in Wisconsin."

704. Browne, Richard G. Why Not Autonomous Teachers Colleges? *Ill. Educ.*, 38: 264, March 1950. Reprinted from *ISNU Alumni Quart.*, Nov. 1949. (*Author:* Head, Social Science Department, Illinois State Normal University.)

"The controversy over autonomy for the teachers colleges resolves to differences over a few issues: The chief of these might be classified as (1) financial control, (2) red tape, (3) political controls, and (4) fundamental philosophy." Discusses each of these.

705. ——— Democratic Administration in the Illinois Teachers Colleges. *Jour. Higher Educ.*, 26: 324–327, June 1955. (*Author:* Executive Officer, Illinois Teachers College Board.)

Reports the development and adoption of a "Magna Carta" for the five teachers colleges in Illinois giving the faculties definite responsibility for certain aspects of administration. Gives judgments of 212 faculty members on success of the plan.

706. Butler, Raymond S. Interinstitutional Cooperation in Higher Education. *Sch. & Soc.*, 87: 44–47, Jan. 31, 1959. (*Author:* Faculty member, Indiana University.)

Reports organization, methods, and results of Indiana Conference on Higher Education composed of presidents of 26 privately controlled and 4 state controlled institutions. "Through voluntary cooperation, these 30 institutions of higher education have been able to plan together for the future of higher education in Indiana."

707. Caldwell, John T. Organizing State Supported Higher Education. *State Gmt.*, 26: 256–260, 272, Nov. 1953. (*Author:* President, University of Arkansas.)

Based upon visits to "many leading universities from Coast to Coast," under auspices of Carnegie Corporation. Describes four types of State central coordinating boards of higher education—Oregon type, Mississippi type, Oklahoma type, and New Mexico type and discusses their activities. Conclusion: "Now is not too soon for the other States to create the machinery."

708. Carmichael, Oliver Cromwell, Jr. *New York Establishes a State University: A Case Study in the Process of Policy Formation.* Nashville, Tenn.: Vanderbilt University Press, 1955. xiii, 414 p.

Doctoral dissertation at Columbia University. Analyzes and explains the steps—executive, legislative, and civic—by which New

York State modified its traditional system of higher education by establishing a State university consisting of numerous institutions distributed throughout the State. Review by W. D. Dennes, *Jour. Higher Educ.*, 27: 107–109, Feb. 1956.

709. Carron, Malcolm Theodore. *The Origin and Nature of the Contract Colleges of Cornell University: A Study of a Cooperative Educational Venture Between a State and a Private University.* Ann Arbor: University of Michigan, 1956. 183 p. Abstract in *Diss. Abstracts*, 17: 2907, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). For published form see No. 710. Studies four institutions defined by law as "colleges furnishing higher education, operated by private institutions on behalf of the State pursuant to statute or contractual agreement"—New York State Colleges of Veterinary Medicine, Agriculture, and Home Economics, and School of Industrial and Labor Relations. States three conclusions concerning legal relationship of Cornell University and the State. "Despite the millions of dollars appropriated to it for the State Colleges in over 60 years, Cornell University has retained its identity as a private educational institution."

710. ——— *The Contract Colleges of Cornell University: A Cooperative Educational Enterprise.* Ithaca, N.Y.: Cornell University Press, 1958. xvii,186 p. (*Author:* Faculty member, University of Detroit, Mich.)

Published form of the author's doctoral dissertation, No. 709. "The purpose of this book is to tell the story of the origin and early development of the contract colleges of Cornell University. There are 4 of these colleges located on the Cornell campus." From Foreword by Algo D. Henderson, University of Michigan: "The value of this study lies in the methodical analysis of the problem of State-institutional cooperation. Here is an experience extending through three-quarters of a century which has relevance for the problems of our own time." Review by G. D. Stoddard, *Jour. Higher Educ.*, 30: 352, June 1959.

711. Doran, Adron. *The Work of the Council on Public Higher Education in Kentucky.* Lexington: University of Kentucky, 1950. 180 p. Abstract in *Diss. Abstracts*, 18: 901, March 1958.

Unpublished doctoral dissertation (Ed. D.). Largely historical, descriptive, and expository, with resultant critical evaluation. Covers period from 1906 to 1950. "The Council on Public Higher Education has been rather ineffective in performing many of its required duties. However, the work of the Council has been very effective in the area of teacher education."

712. Ertell, Merton W. *Interinstitutional Cooperation in Higher Education: A Study of Experience With Reference to New York State.* Albany, N.Y.: State Education Department, June 1957. ix,118 p. (*Author:* Vice Chancellor, University of Buffalo, New York.)

"As many as 136 of the 157 higher institutions in the State of New York are now engaged formally or otherwise in cooperative relationships with one or more institutions." One chapter devoted to interinstitutional cooperation in New York State, another to cooperative practices outside New York State, another to the extension of interinstitutional cooperation. Bibliography, 79 titles.

713. Glenny, Lyman A. *Autonomy of Public Colleges: The Challenge of Coordination.* New York: McGraw-Hill Book Company, Inc., 1959. 346 p. Portion of Introduction and complete Chapter 11 preprinted in *Sch. & Soc.*, 87: 319–322, June 20, 1959. (*Author:* Associate Professor of Government, Sacramento State College, California.)

"This report is designed to produce information concerning State agencies and officers that have been charged with or have assumed responsibility for the planning, control, and leadership of higher education. Specifically, the project provides data on the authority of these agents, their functions, their methods of organizing, and their techniques to obtain their objectives, and their results. . . . The main concern of this report is the question: What processes, which organizational patterns of State coordinationg boards, and what kinds of relationships between these boards and institutions and other State agencies can secure the most effective diversification and improve the quality of higher education without sacrificing the freedom, autonomy, and initiative of the affected colleges and universities?" Discusses three major types of organizations, using as detailed examples the situations in Oregon, New York, Georgia, Iowa, New Mexico, Oklahoma, Texas, Wisconsin, Minnesota, Ohio, Indiana, and California.

714. Henderson, Algo D. The Role of the State in Higher Education. *Educ. Record*, 32: 64–69, Jan. 1951. (*Author:* Professor of Higher Education, Univer-

sity of Michigan; formerly President, Antioch College, Ohio.)

Analyzes four functions of the State in higher education—equality of opportunity, development of resources, development of facilities for higher education, and stimulation of research.

715. Holy, Thomas C. *and* Semans, H. H. Coordination of Public Higher Education in California. *Jour. Higher Educ.*, 26: 141–147, 172, March 1955. (*Authors:* (1) Special Consultant in Higher Education, University of California; (2) Specialist in Higher Education, California State Board of Education.)

A summary of the efforts, through legislation and through the Liaison Committee of the Regents of the University of California and the State Board of Education to coordinate the activities of the many State-supported institutions of higher education in California.

716. Hovde, Frederick L. The Need for Out-of-State Students, In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 89–95. (*Author:* President, Indiana University.)

Discusses the many advantages of migration of students, interstate and interinstitutional, and urges that rates of tuition for out-of-State students be not raised unduly. "I consider the phenomena of student migration one of the important elements in the structure of higher education, and one that we should all, somehow or other, agree to maintain if at all possible."

717. Ketner, Forrest G. President's Address. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1957, p. 25–29. (*Author:* Trustee, Ohio State University.)

Forecasts activities of the Association and some of the problems facing it until 1980.

718. *Master Planning the Development of Florida's Community Junior College Campuses.* Tallahassee: Florida State Department of Education, 1959. 56 p.

"The State Board of Education in Florida has attempted to prevent the more common mistakes in junior college facility planning by requiring each institution to present for approval a Campus Master Plan. This plan is designed to provide for the best land utilization, for the most desirable placement of all buildings which can be envisioned at the time, and for the proper consideration of future expansion." Gives detailed campus plans and outstanding features of them for each of 11 institutions.

719. Metcalf, Thomas Bradford. *Legislative Control of Tax-Supported Colleges for the Education of Teachers.* Nashville, Tenn.: George Peabody College for Teachers, 1955. 408 p. Abstract in *Diss. Abstracts*, 16: 274, Feb. 1956.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study was to examine the current constitutional or statutory provisions enacted by the various States." Discusses establishment, boards of control, and other factors. Conclusion: "There exists a need for teacher education under a single governing board, so as to further the development of the teacher education program."

720. Moos, Malcolm *and* Rourke, Francis E. *The Campus and the State.* Baltimore, Md.: Johns Hopkins Press, 1959. xii,414 p. Summarized as "Political Intrusion and State Universities" in *Johns Hopkins Mag.*, 10: 12–15, 42–48, June 1959. (*Authors:* (1) Professor of Political Science, Director of Research Staff; (2) Assistant Professor of Political Science, Assistant Director of Research Staff; both of Johns Hopkins University.)

Report of a 2-year study by the Committee on Government and Higher Education (Milton S. Eisenhower, chairman) conducted under grant from Fund for the Advancement of Education. Based on personal interviews with various officials in 39 States, and questionnaires to business officers, attorneys general, governors, presidents of small colleges, major university presidents, and college and university trustees. "The central concern of this volume is with the impact of State administrative controls upon the management of State colleges and universities. Do State controls tend to have a suffocating effect upon educational policy under certain conditions? . . . How do the politics of the legislature and the governor's office affect the operating climate of the campus? It is principally to such queries that this study is addressed. . . . A total of 344 educational institutions are covered by this study—all State-supported colleges and universities offering the bachelor's degree or advanced degrees." Chapter headings: The Pattern of Conflict, Higher Learning and the Law, The State Story, The Art of Budgeting, Day-by-Day Controls, The

Building Division and the Ivory Tower, The Academy Under Civil Service, The Case of the Small College, The Quest for Coordination, The Statehouse and the Campus, Legislators and Legislative Committees, The Government of Higher Education, The Efficiency of Freedom. Appendixes deal with conditions in Michigan and with comparisons with the situation in British universities. Bibliography, 486 titles. "The Committee itself has prepared a shorter document based on the Staff findings and published as a companion to this volume, *The Efficiency of Freedom.*"

721. **Morey, Lloyd.** Here's One Way to Unify Higher Education. *Ill. Educ.*, 40: 102, Nov. 1951. (*Author:* Comptroller, University of Illinois.)

Recommends that all of the State colleges in Illinois be made part of the University of Illinois. For reply by F. A. Beu, see No. 702.

722. ——— *Governmental Control of Higher Education.* In National Association of State Universities, *Proceedings*, 1955, p. 30–56. (*Author:* President, University of Illinois.)

Reports number of States giving various powers and responsibilities to board members and to institutions—fiscal, academic, and professional. Special emphasis on fiscal policies—purchasing, auditing, accounting, reporting, and property control. Followed by 15-page discussion.

723. **Neumaier, John J.** Forgotten Colleges. *Minn. Jour. Educ.*, 37: 12–14, Nov. 1956. (*Author:* Dean, Hibbing Junior College, Minn.)

Presents the case for State aid to the nine public junior colleges in Minnesota. "The junior colleges are the only public schools that receive no State aid."

724. **Reach, Damon D.** *A Proposed System of Public Community Colleges for Alabama.* Nashville, Tenn.: George Peabody College for Teachers, 1955. 307 p. Abstract in *Diss. Abstracts*, 15: 2077, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Sets up criteria for establishment of 45 county colleges in the State, including control, support, enrollment, and consolidation of districts.

725. **Russell, John Dale.** New Mexico's Board of Educational Finance. *Higher Educ.*, 9: 97–99, Jan. 1, 1953. (*Author:* Executive Secretary, Board of Educational Finance, New Mexico.)

"New Mexico is trying a plan to solve the problem of over-all coordination of State-controlled institutions. This plan is operating through its newly created Board of Educational Finance." Describes its organization and operation.

726. **Stevenson, Adlai E.** Wanted: A Statewide Concept of Higher Education. *Ill. Educ.*, 40: 136, 138, Dec. 1951. (*Author:* Governor of Illinois.)

States six reasons for his belief that "one board for higher education in Illinois would serve our needs better than several boards."

727. **Weathers, Rogene Ottmore.** *A Study of Voluntary Associations and Certain Other Factors Affecting the Development of Statewide Concerted Action in Higher Education in Arkansas.* Fayetteville: University of Arkansas, 1954. 232 p. Abstract in *Diss. Abstracts*, 14: 61–62, Jan. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on interviews and mail inquiries to administrative officers of higher education institutions in Arkansas and to officers and prominent members of lay organizations in Arkansas and other States known to be interested in higher education. Involves coordinating councils, fund raising groups, and other organizations.

728. **Williams, Robert L.** A Single Board of Control for State-Supported Higher Education. *Sch. & Soc.*, 71: 17–21, Jan. 14, 1950. (*Author:* Faculty member, University of Michigan.)

"A general review of the activities of 13 States that have established some form of centralized control is presented herewith." Gives names and dates. Discusses six causes of the movement toward centralized control and five advantages of such control.

See also Nos. 35, 182, 183, 186, 187, 189, 194, 205, 206, 217, 218, 219, 220, 226, 232, 234, 239, 241, 244, 245, 246, 249, 267, 285, 308, 451, 465, 670, 682, 688, 748, 1636, 1987, 2004, 2400.

VI. *Institutional Boards of Control*

Includes selection, qualifications, terms of office, duties, and responsibilities.

729. **Adams, Arthur S.** Relationships Between Governing Boards and Administrative Officers of Colleges and Universities. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 51–57. (*Author:* President, American Council on Education.)

"The subject which I have undertaken to discuss today is one which is full of hazards of misunderstanding and dangers of application. . . . The trustees or the regents, the administration, the faculty, the students, and the public all have an interrelationship one with the other, an interrelationship which means in the final analysis *accomplishment*, if it is to be carried on with proper respect for the function of each particular part." Discusses the various responsibilities involved.

730. ———. A Board's Highest Responsibility. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 67–73. Discussion, p. 126–130, 132–133. (*Author:* See No. 729.)

"I venture to assert that the highest responsibility of a board of trustees is that of selecting and electing the president of the university of which the board has the ultimate control and responsibility." Discusses desirable characteristics of the president and best methods for selecting him.

731. **Akers, Milburn P.** A Trustee Gives His Views on Who Should Sit on the Small College Board. *Coll. & Univ. Bus.*, 26: 19–21, Jan. 1959. (*Author:* Executive Editor, Chicago *Sun-Times*.)

"Many colleges would profit immensely if they would modernize their concepts as to what qualities are needed on a board of trustees. If you have qualified men on your board, you should let them work at the job."

732. **Alexander, Robert J.** Should the Faculty Run the Board of Trustees? *Amer. Teacher*, 38: 14–15, Dec. 1953. (*Author:* President, Rutgers University Federation of Teachers, New Jersey.)

"Boards of trustees of modern universities are for the most part made up of men who are only accidentally interested in education. . . . The responsibility for the conduct of the university should rest, in the last instance, with the faculty. . . . The United States is one of the few countries where universities are not controlled by the faculty."

733. **Beck, Hubert Park.** *Men Who Control Our Universities: The Economic and Social Composition of Governing Boards of Thirty Leading American Universities.* New York: King's Crown Press, 1947. x,229 p.

Doctoral dissertation at Columbia University, 1945. Based on study of the trustees of the 30 universities which in 1935 were members of the Association of American Universities. Introductory chapters deal with powers and functions of university governing boards, and qualifications recommended for board members. Body of the study makes detailed analysis of the 734 trustees of these institutions—occupations, incomes, major business offices, ages, sex, residence, region of birth, and other information. Appendix contains 26 tables of detailed data. Final chapter "undertakes the more difficult and hazardous tasks of (1) evaluating the meaning and implications of the findings from the standpoint of social policy, and (2) proposing means for improving board composition."

734. **Bell, Laird.** From the Trustees' Corner. *Assoc. Amer. Coll. Bull.*, 42: 353–361, Oct. 1956. (*Author:* Former

Chairman, Board of Trustees, University of Chicago.)

An illuminating discussion of the responsibilities and limitations of the board of trustees in an American institution, illustrated by numerous examples from University of Chicago experiences.

735. Betts, Edgar H. Trustees Are People. ***Coll. & Univ. Bus.*, 8: 11–13, Feb. 1950. (*Author:* Vice Chairman, Board of Trustees, Russell Sage College, New York.)**

Characterizes various types of trustees, and discusses their responsibilities, especially for wise investment of endowment funds.

736. Black, Max; Marcham, F. G.; *and* Winter, George. Faculty-Trustee Relations: A Panel Discussion in Three Parts. ***AAUP Bull.*, 42: 613–624, Winter 1956. (*Authors:* (1) Professor of Philosophy; (2) Professor of English History; (3) Professor of Structural Engineering; all of Cornell University.)**

Presented at a meeting of the Cornell Chapter of the American Association of University Professors. Professor Black discussed Faculty Government. "I shall be partly describing things as they ought to be—and not things as they are; some of my principles may prove to be no better than hope masquerading as axioms. . . . Trustees can cut Gordian knots, but they can hardly be expected to untie them." Professor Marcham discussed Faculty Representation on the Board of Trustees. "Faculty representation on the Cornell Board of Trustees has existed for almost forty years. . . . The originators believed that future presidents would welcome the presence of faculty representatives on the board and would cooperate with them." Discusses some of the values and some of the limitations of the plan as it has actually worked out. Professor Winter discussed Faculty-Trustee Communications. "When effective communication is established, it is likely that two groups of reasonable people, even when starting from opposite viewpoints, will arrive at workable and reasonable solutions." Gives various illustrations.

737. Bryant, Victor S. The Responsibility of Trustees of a State University. ***Coll. & Univ.*, 33: 13–21, Fall 1957. (*Author:* Attorney; Member Board of Trustees, University of North Carolina.)**

Discusses the responsibility of trustees to the administration, to the faculty, and to the State. "As a rule of thumb, when the Administration or Faculty can do something just as well or better than the Trustees, the Trustees should stay in the background."

738. Chambers, Merritt M. Who Is the University? ***Jour. Higher Educ.*, 30: 320–324, June 1959. (*Author:* Visiting Lecturer, Center for Study of Higher Education, University of Michigan.)**

A discussion of the legal aspects of the institution. "The governing board . . . is almost always a corporation—an artificial person having a legal entity. . . . In the eyes of the law, this ghostly legal entity *is* the university. The concept is useful, practical, realistic, and necessary." Discusses relation of the board to president, faculty, employees, and students.

739. Coolidge, Charles A. Training for Trustees? ***Assoc. Amer. Coll. Bull.*, 42: 510–513, Dec. 1956. (*Author:* Attorney and Senior Member, Harvard Corporation.)**

Discusses various similarities and differences between directors of a business corporation and trustees of a college or university. "Let me emphasize one point which I think is the most important single rule for a university trustee: it is a big one, *Don't Meddle.* Don't act as an expert in education."

740. Cowley, William H. Academic Government. ***Educ. Forum*, 15: 217–229, Jan. 1951. (*Author:* Professor of Higher Education, Stanford University.)**

A comprehensive and scholarly historical statement of the composition and functions of the boards of trustees in American institutions, including the place of the alumni, the faculty, the students, and the president in institutional control. Comments on proposals by Harold Laski, Hubert P. Beck (No. 733) and others for greater degree of faculty control. Discusses the increasing power of "supra-academic governments," accrediting agencies, and State governmental agencies.

741. Cumings, Edgar C. Some Observations on Trustees. ***Sch. & Soc.*, 77: 1–3, Jan. 3, 1953. (*Author:* Vice President and Dean, Hiram College, Ohio.)**

"Many boards of trustees are being led by a minority who do not understand that an educational institution differs in any very essential way from a factory or corporation." Discusses certain evils which beset some boards of trustees.

742. Dibden, Arthur J. The Role of Administrators and Trustees: A Faculty View. ***Assoc. Amer. Coll. Bull.*, 44: 536–544, Dec. 1958. (*Author:* Professor of Philosophy, Knox College, Illinois.)**

Urges better and more sympathetic understanding of the problems of the college teacher on the part both of trustees and of the administrator of the average liberal arts college.

743. Donovan, Herman Lee. The Vanishing University Trustee. *Peabody Jour. Educ.*, 36: 259–263, March 1959. (*Author:* President Emeritus, University of Kentucky.)

The article is one section of author's book, No. 325. "As a matter of fact, today in many States practical control of State universities is no longer under the direction of the president and his board of trustees. . . . Where is all this leading? . . . I therefore earnestly appeal to the trustees everywhere, and to the people at large, to exercise their influence to halt this creeping paralysis that will sooner or later destroy the freedom of our institutions of higher education."

744. Elliott, Edward C.; Chambers, Merritt M.; *and* Ashbrook, William A. *The Government of Higher Education: Designed for the Use of University and College Trustees.* New York: American Book Co., 1945. xiv,289 p. (*Authors:* (1) President, Purdue University, Indiana; (2) Honorary Fellow, Ohio State University; (3) Assistant Professor, Kent State College, Ohio.)

A study financed by a grant from the Carnegie Corporation. Consists chiefly of a series of 554 numbered concise questions and answers covering major aspects of college and university administration of special significance for members of boards of trustees. Includes: Selection, Organization, and Procedures of Boards; Accrediting Agencies; Relations of the Board to President, Faculty, and Students; Financial Considerations; and Buildings and Grounds. Appendix gives in tabular form many details of internal organization of governing boards for 42 selected institutions. Also under "Documentary Sources" makes informative comments on some 60 earlier publications, including general works, surveys of higher education, and transactions of important organizations.

745. *Functions of Boards of Trustees in Higher Education.* New York: Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, February 1957. 4 p. (Document No. 4.10.)

"There is no substitute for an able and informed governing board which understands its functions and discharges them competently." Covers three major topics: Basic Policy, Relation to the President, and Financial Resources.

746. Gerber, J. Jay. The Trustee's Job in the Development Program. *Coll. & Univ. Bus.*, 26: 44–45, March 1959. (*Author:* Partner, Gonser & Gerber, Chicago, Ill.)

Discusses four responsibilities of a trustee—as policy maker, as custodian, as builder, and as ambassador.

747. Hardin, Clifford M. The Life of a New President. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 75–81. (*Author:* Chancellor, University of Nebraska.)

Discusses various ways in which members of boards of trustees may aid a new president in getting adjusted to his new duties and in working for the good of the institution.

748. Hart, James P. Public Institutions of Higher Learning—How Shall They Be Governed? *Texas Outlook*, 36: 22–23, 46–47, May 1952. (*Author:* Chancellor, University of Texas.)

States reasons for State boards of regents, appointed by the Governor, and confirmed by the State Senate. "If they are to perform their duties most effectively, it would be wise to give them wide discretion and keep detailed legislative regulations to a minimum."

749. Havighurst, Robert J. The Governing of the University. *Sch. & Soc.*, 79: 81–86, March 20, 1954. (*Author:* Professor of Education, University of Chicago.)

"It appears that, for better or for worse, American businessmen are going to be the responsible leaders in the affairs of our society for the next decade or more, and their leadership will be evident in the universities as well as in our economic and political affairs. Hence, we may well inquire how the businessman will handle the task of governing the universities. . . . The areas in which the problems of governing the universities will be most acute are three in number. These areas are indicated by the three following questions: (1) Are the professors our employees or our partners? . . . (2) Should the university be a spokesman of private enterprise? . . . (3) Who shall be permitted to teach?"

750. Heald, Henry T. A Trustee's Responsibility. In Association of Governing Boards of State Universities and

Allied Institutions, *Proceedings*, 1954, p. 62–67. (*Author:* Chancellor, New York University.)

Lists four main duties of trustees and states four points for them to keep in mind in selecting a new college president.

751. Hechinger, Fred M. Public Relations of Governing Boards. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1954, p. 89–94. (*Author:* Education Editor, *New York Herald-Tribune.*)

States seven features of necessary activity of boards of control to "insulate the institution against damage and destruction." States: "You are in the front line in the job of upholding higher education, and especially higher mass education."

752. Hollander, Louis. Labor Wants a Voice in Educational Policy Making. *Coll. & Univ. Bus.*, 22: 17, Jan. 1957. (*Author:* President, New York State CIO Council.)

"Boards of trustees of our colleges and universities are, in all but a few cases, restricted to business men and successful professionals." States reasons for adding representatives of labor to such boards.

753. How to Be a Better Trustee. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1950, p. 45–58.

Four addresses: (1) "Obligations of a University Trustee," by M. M. Chambers; (2) "Putting Money to Work," by J. D. Emery; (3) "The Relationships Between Trustees, Faculties, and Students," by A. F. Arnason; (4) "Citizenry Participation in Education," by G. M. Brandborg.

754. Hughes, Raymond M. *A Manual for Trustees of Colleges and Universities.* Ames: Iowa State College Press, 1944. ix,166 p. (*Author:* President Emeritus, Iowa State College.)

"The great majority of the 1,000 or 2,000 college trustees, newly appointed each year, regardless of background, or breadth of education and experience, will find many problems brought before them of which they know little or nothing. An effort is here made to put together in brief form the generally accepted policies and practices relative to the more common problems which arise in college administration, in the hope of enabling trustees to act more effectively and of magnifying the importance of the policy-fixing duties of trustees."

755. Lewis, Wilmarth S. The Trustees of the Privately Endowed University. *Amer. Scholar*, 22: 17–27, Winter 1952–53. (*Author:* Fellow, Yale University.)

Phi Beta Kappa oration at Harvard University, June 16, 1952. "Are not the functions of trustees of a privately endowed university perfectly clear? As a matter of fact they are not. The four sets of people who are most concerned—the president and his officers in administration, the faculty, the graduates, and the trustees themselves—agree pretty much within their own groups about what the trustees should do or not do, but there agreement ends. And now, with utter recklessness, I shall try to say what each of the four groups thinks the functions of trustees are."

756. McAllister, Charles E. *Inside the Campus: Mr. Citizen Looks at His Universities.* New York: Fleming H. Revell Co., 1948. 247 p. and unpaged section of 102 tables. (*Author:* President, Association of Governing Boards of State Universities and Allied Institutions; Regent, State College of Washington.)

Based on personal visits to 89 institutions, including 11 under private control. "This study is also unique in that never before in the history of American education have so many institutions been visited within a span of one year so that comparable conditions could be examined without the lapse of unnecessary time. . . . Again the study is unique in that it is the first of its kind attempted from the point of view of governing bodies." Chiefly concerned with matters of organization and administration, especially from the standpoint of governing bodies. Appendix of 23 extensive tables gives information on many aspects of each institution visited, including outstanding features, board contacts with faculty, salary scales, teaching load, and activities of members of faculties in professional organizations. Bibliography, 94 titles.

757. *Manual for Board of Regents: New Mexico State Educational Institutions.* Santa Fe, New Mexico: New Mexico Board of Education Finance, 1955. vi,38 p.

"The first section of this bulletin is devoted to a brief description of the legal situation under which the State educational institutions in New Mexico are operated. The second section outlines the functions of boards of educational institutions in general terms. This is followed by a section which describes some five general principles of board operation. The final major section considers the relationships between the board and its chief executive officer. The principles that are set forth in this bulletin are drawn largely from the published literature on the subject and are based on long experience with and observations of the operation of educational institutions in the United States. Except where specific legal provisions are involved, the principles are set forth without particular reference to the situation in New Mexico and are based on the general experience of the operation of educational institutions throughout the United States."

758. Marts, Arnaud C. The Place of Trustees in "Tested Methods of Organizing Solicitation Assistance." *Assoc. Amer. Coll. Bull.*, 40: 409–411, Oct. 1954. (*Author:* President, Marts & Lundy, Inc.)

States six major points concerning duties and responsibilities of trustees for college fund raising.

759. The Proper Business of the Board of Trustees. *Coll. & Univ. Bus.*, 18: 20, April 1955. Reprinted from *Trustee*, date not given.

Gives 10 questions regarding responsibilities of a board of trustees, and answers to them.

760. Quinlivan, Ray J. President's Address. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1953, p. 24–30. (*Author:* Chairman, Board of Regents, University of Minnesota.)

Discusses duties and limitations of boards of regents in relation to administration of the institutions.

761. Rand, Earl W. Selection of Board Members in Negro Church-Related Colleges. *Jour. Negro Educ.*, 25: 79–82, Winter 1956. (*Author:* Professor of Education, Southern University, Louisiana.)

Attempts to determine "(1) What factors are considered in nominating board members for Negro church-related colleges? (2) What method or methods are used in actually selecting the member?" Based on study of 12 Negro institutions. Finds seven basic factors considered in selection of a board member and seven procedures for his actual selection.

762. The Role of College and University Trustees. *North Cent. Assoc. Quart.*, 28: 290–297, Jan. 1954.

Panel discussion, with A. J. Brumbaugh, President, Shimer College, Illinois, as chairman, and five participants. Four specific questions suggested for consideration.

763. Rowat, Ronald C. Faculty Participation in Canadian University Government. *AAUP Bull.*, 43: 461–476, Sept. 1957. (*Author:* Faculty member, Carleton College, Ottawa, Canada.)

"The author has made a collection of the available governing legislation for the 35 colleges and universities that are members of the National Conference of Canadian Universities in 1955. . . . Perhaps the ideal system of government for the public university would include a governing board elected half by faculty and half by government and graduates to represent the outside community, with a chairman chosen by the board itself."

764. Savelle, Max. Democratic Government of the State University: A Proposal. *AAUP Bull.*, 43: 323–328, June 1957. (*Author:* Professor of History, University of Washington.)

"If the concept of the university as a community of scholars and students is sound, it would seem to follow that members of the faculty are better prepared than anyone else to judge what measures will best advance their activities." Proposes a governing board of nine members, five to be elected by the faculty, election of president nominated by faculty, and other phases of faculty control of the university. For unfavorable comment by C. R. Adrian, see *AAUP Bull.*, 44: 568–574, Sept. 1958.

765. Wicke, Myron F. *Handbook for Trustees of Church-Related Colleges.* Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 5.) viii,57 p.

"No public trust is more important than that of being the trustee of an American college or university." Contains seven chapters: I. The Trustee System in the United States. II. Areas of Board Responsibilities. III. The President and the Board of Trustees. IV. Meetings of the Board. V. Reports to the Board. VI. The Trustee and the Faculty. VII. The Trustee and the Church. Review by S. A. Nock, *Coll. & Univ.*, 33: 364, Spring, 1958.

See also Nos. 9, 171, 181, 183, 189, 195, 224, 228, 248, 249, 251, 252, 257, 259, 264, 266, 268, 278, 287, 293, 325, 394, 423, 432, 471, 590, 596, 684, 720, 783, 798, 802, 805, 812, 813, 821, 827, 828, 831, 835, 837, 867, 1006, 1033, 1295, 1336, 2432, 2638.

VII. *Officers of Administration*

1. PRESIDENTS

See No. 325 for titles of more than 100 volumes of autobiographies and biographies of college and university presidents, many of them published before 1950.

766. **Bailey, Richard P.** Wisconsin Picks a College President. *Sch. & Soc.*, 86: 377–378, Oct. 25, 1958. (*Author:* Assistant to the Director, Board of Regents of Wisconsin State Colleges.)

Reports procedure followed in selecting a new president for Wisconsin State College, Platteville, which was so satisfactory that board plans to follow same method in selection of other presidents as vacancies occur.

767. **Baker, Carlos P.** *A Friend in Power.* New York: Charles Scribners Sons, 1958. 312 p. Condensed in *Readers' Digest Condensed Books*, vol. 3, 1958, p. 343–462. (*Author:* Chairman, English Department, Princeton University.)

"At a great university the search is on for a successor to the aging president. The search touches many lives, and this novel by a distinguished professor presents an authentic picture of the forces at work under the deceptively quiet surface of faculty life."—Publisher's statement.

768. **Beu, Frank A.** Speaking of Presidents: How Many Are That Way? *Coll. & Univ. Bus.*, 12: 27, June 1952. (*Author:* President, Western Illinois State College.)

States his concept of the presidency based upon "experience with several thousand college presidents over a period of 20 years in all types of institutions."

769. **Biddle, J. Craig.** Announcing the Appointment of a New President. *Pride*, 3: 12–13, Jan. 1959. (*Author:* Director of Public Relations, Springfield College, Massachusetts.)

Reports unfortunate and fortunate methods of announcing appointment of new presidents at Springfield College and at University of Pittsburgh.

770. **Blackwell, Thomas E.** Faculty Resignations: Does the President Have the Authority to Accept Them? *Coll. & Univ. Bus.*, 19: 48, Nov. 1955. (*Author:* Vice President and Treasurer, Washington University, Missouri.)

The answer was "yes" in a case decided by the Supreme Court of New York involving an instructor at Brooklyn College. General policy in American institutions discussed.

771. **Brickman, William W.** University Chancellors and Presidents. *Coll. & Univ.*, 27: 391–394, April 1952. (*Author:* Associate Professor of Education, New York University.)

Discusses the varied nomenclature in use for heads of higher educational institutions —president, chancellor, vice chancellor, provost, and chairman—and resultant confusion in the educational world. Urges greater uniformity.

772. **Brown, Arlo Ayers.** The Training of a College President. *Christ. Educ. Mag.*, 40: 12–14, 33. March–April 1950. (*Author:* President Emeritus, Drew University and University of Chattanooga.)

Discusses value of various factors for a president, including possession of an earned Ph. D. degree, training in the Christian ministry, and ability as a money raiser.

773. **Carlson, William S.** The Roughest Profession: The College Presidency. *Amer. Scholar*, 21: 69–80, Winter 1951–52. (*Author:* President, University of Vermont.)

States that there are "about 200 presidential vacancies to be filled on our campuses this year—and every year. For every worthwhile presidency, there are likely to be

100 or more candidates. Here is the worst competitive employment field in the country." Illustrates by a lively account of the qualifications, letters of recommendations, and methods employed by a large group of candidates for the presidency of a small unnamed college.

774. Carman, Harry J. The Challenge Ahead in College Administration. *Assoc. Amer. Coll. Bull.*, 36: 244–256, May 1950. (*Author:* Dean, Columbia College, Columbia University.)

Address at inauguration of Clarence C. Stoughton as president of Wittenberg College, Ohio, Oct. 21, 1949. Discusses nine major challenges facing college presidents.

775. Carnegie Corporation of New York. *Annual Report*, 1951. New York, The Corporation, 1951. 90 p.

Section "White Blackbirds" (p. 23–26), contains a discussion of the widely varied characteristics of a successful college administrator, and the informal "modest program which the Corporation has been carrying on intermittently for almost ten years" to discover and give preliminary training to "young college and university officers of unusual promise." About 25 such have been sent by the Corporation to visit other institutions for periods of 2 to 4 months each. "A high proportion of them have gone on to positions of increased administrative responsibility."

776. Carroll, Ramon Leonard. *A Study of Top Executive Selection in Industry With Implications for the Selection of College Presidents.* Knoxville: University of Tennessee, 1959. 219 p. Abstract in *Diss. Abstracts*, 19: 2821, May 1959.

Unpublished doctoral dissertation (Ed. D.). Examines the pertinent literature since 1930 and four programs of selection currently used in industry and attempts to identify and appraise factors in them which have significance for selection of college presidents.

777. Chambers, Merritt M. Michigan Fellows in College Administration. *Higher Educ.*, 15: 127–129, March 1959. (*Author:* Lecturer on Higher Education, University of Michigan.)

Describes the work of the first group of fellows and the methods at the Center for the Study of Higher Education at University of Michigan.

778. Coffey, Walter C. Criteria Helpful in Selecting a President for a Church-Related College. *Assoc. Amer. Coll. Bull.*, 39: 353–356. May 1953. Reprinted from *Trustee*, January 1953. (*Author:* President Emeritus, University of Minnesota.)

Report of Trustees Committee seeking a new president for Hamline University, Minnesota. States desirable qualifications under seven heads: (1) Age, Health, Family; (2) Educational Training, Academic Degrees, Honors; (3) Experience; (4) Church Affiliations; (5) Ability in Making Contacts; (6) Success in Raising Funds; (7) "From Another Point of View."

779. Colvert, Clyde C. Significant Characteristics of Successful Administration Frequently Overlooked. *Jun. Coll. Jour.*, 21: 145–147, Nov. 1950. (*Author:* Professor of Junior College Education, University of Texas.)

Lists 17 features necessary for a junior college administrator if he wishes to be successful and retain his position.

780. Colwell, Ernest Cadman. Ten Commandments for College Presidents. *Sch. & Soc.*, 74: 107–108, Aug. 18, 1951. Reprinted in *Christ. Educ.*, 34: 321–322, Dec. 1951. (*Author:* Former President, University of Chicago.)

Samples: First, "Thou shalt not be afraid, neither of the alumni, nor of the Board, nor of anything that is in the Heavens above, or the Earth beneath, or the Waters under the Earth." Tenth, "Thou shalt honor sound learning and attack shoddiness and pretension that thy name may be remembered in the company of learned men."

781. Cowley, William H. What Should a College President Be? In Albert Craig Baird, *ed.*, *Representative American Speeches: 1949–1950.* New York: H. W. Wilson Co., 1950. (The Reference Shelf, vol. 22, No. 3.) p. 230–244. Reprinted from *Bulletin of the Texas Technological College*, vol. 25, No. 4, p. 9–23, Aug. 1949. (*Author:* Professor of Higher Education, Stanford University.)

Address at inauguration of Dossie M. Wiggins as fifth president of Texas Technological College, May 10, 1949. "A college president . . . is one of the most burdened, one of the most harassed, one of the most put-upon people in American life. He is a hewer of wood and a drawer of water, a dray horse, a galley slave, a bellhop, a hack, and a nursemaid all wrapped in one. . . . He is expected to be an educator, a businessman, a public speaker, a writer, a money-raiser, a politician, a giver of dinners, a charmer at receptions, a moral force in the community, a commentator on national and international affairs, and popular with students, alumni, faculty, and readers of newspapers. . . . What today can a college president reasonably be expected to be? I suggest that he should be three things—three and no more —and that he can be these things only if he is not expected to spread himself in other directions. These three things are: first, an organizer; second, a coordinator; and third, an educational philosopher." Discusses each of these at considerable length.

782. ——— What Does a College President Do? *Improv. Coll. & Univ. Teach.*, 4: 27–32, Spring 1956. Extracts in *Coll. Pub. Rel. Quart.*, 7: 6–10, April 1956. (*Author:* See No. 781.)

Address at inauguration of new president of Oregon College of Education. After a historical treatment of the presidency, especially in France, Germany, and Great Britain, considers his functions under headings of superintendence, facilitation, development, and leadership in policy making.

783. CUMINGS, EDGAR C. When Is a College President Successful? *Sch. & Soc.*, 81: 65–67, March 5, 1955. (*Author:* Vice President and Dean, Hiram College, Ohio.)

"A president who lasts ten years or more is regarded as something of a latter-day miracle. . . . Let us explore the reasons for this curious consideration." Discusses relation of the president to trustees, faculty, and alumni.

784. DAVIS, PAUL H. It May Be Sooner Than You Think: The Right Time to Retire. *Coll. & Univ. Bus.*, 22: 19–20, June 1957. (*Author:* Consultant in Institutional Finance and Public Relations, Los Angeles, California.)

Discusses various retirement ages for college presidents varying from 60 to 70 years, but favoring 65 or earlier. States that in most colleges "most of the progress is made while the president is under 60." Knows of only three presidents who have willingly retired before reaching 65. Advocates some flexibility if retained beyond 65.

785. DECKER, CLARENCE RAYMOND *and* DECKER, MARY BELL. *A Place of Light: The Story of a University Presidency.* New York: Hermitage House, 1954. 288 p. (*Authors:* President, University of Kansas City, Missouri, and his wife.)

"This is a personal history—the story of twenty years in the lives of two people who were fortunate in having shared in the adventure of building a new university. . . . It makes no pretension to being a definitive history of the University of Kansas City." Reviews by F. J. Donahue, *America,* 91: 111, April 24, 1954; and by G. E. Snavely, *Assoc. Amer. Coll. Bull.,* 40: 423–424, Oct. 1954.

786. DODDS, HAROLD WILLIS. Comment from the United States. *Univ. Quart.*, 8: 140–146, Feb. 1954. (*Author:* President, Princeton University.)

Gives composite impressions of 10 heads of American universities who, as representatives of Association of American Universities, attended the Seventh Quinquennial Congress of the Association of Universities of the British Commonwealth, in England. Contrasts some elements of university administration in United States and Great Britain. "Although some American representatives concluded that the differences between the post of an American president and that of a provincial vice-chancellor or Scottish principal was not as great in fact as in form, it must be confessed that to an average American President, Oxford and Cambridge seem to be better designed for obstruction than for action. On the other hand, to an Englishman, the government of an American university naturally appears to be an administrative dictatorship."

787. DONOVAN, HERMAN LEE. The State University Presidency, 1955. In National Association of State Universities, *Proceedings*, 1955, p. 15–20. (*Author:* President, University of Kentucky.)

"Twenty-seven years ago I was appointed president of a teachers college. With the view of better preparing myself for this new position, I ordered 10 or 12 biographies and autobiographies of former distinguished college and university presidents. I read the lives of these great educators with profit and gained inspiration and vicarious experience that had proved a great help to me as a college administrator. So intriguing did I find these volumes that I ordered others; eventually I became a collector. . . . I have been surprised by the small number of volumes that have been written about these educators; the number of titles I have been able to collect is slightly over 200. There certainly must be others, and I am still searching for them." Reports that the "typical state university president today is a married man, 56 years of age, and he is the father of two children. The range of ages is from 33, the youngest, to 70, the eldest. He is a college graduate, the possessor of three earned degrees, including the Ph. D. degree, and he has received one or more honorary degrees. . . . The median salary . . . is $16,375, but the range is from $10,000 to $30,000." Many other details given. Quotes definitions of the college presidency by Harold Ickes, Walter Jessup, and William H. Cowley. Makes detailed comparisons between James K. Paterson, President of University of Kentucky 1869–1910, and present conditions. On the basis of 27 years experience, considers the question: "What are the most important activities of the college president today?" Lists seven "things I would do differently if I had to live over my career as a college President."

788. DOUGLASS, PAUL FRANKLIN. *Six Upon the World: Toward an American Culture for an Industrial World.* Boston: Little, Brown & Co., 1954. 443 p. Extract, "Conant's Conception of University Administration," in *Jour. Higher Educ.*, 25: 59–64, 112–113, Feb. 1954. (*Author:* Former President, American University, D.C.; and legal counsel, Republic of Korea.)

Sketches lives and contributions of six men, including James B. Conant, President Emeritus of Harvard University (p. 325–409). Other five men are not educators. *Jour. Higher Educ.* article states and discusses four basic administrative principles which President Conant established and six aspects of the Harvard personnel policy "as it took shape in 1942." Asserts that "the heavy duties of scientific warfare did not deter Conant from pressing his design of promoting intellectual activity at Harvard." Review by O. Tead, *Jour. Higher Educ.*, 26: 392–393, Oct. 1955.

789. DRAPER, LYNN H. *and* MORTOLA, EDWARD J. Human Relations Pitfalls for the Novice Administrator. *Coll. & Univ.*, 28: 397–409, April 1953. (*Authors:* (1) Provost, Pace College, New York; (2) Director of Administration, Park Avenue Christian Church, New York.)

Discusses human relations pitfalls relating to the administrator in the supervision of subordinates, in working with colleagues, and in dealing with superiors. Bibliography, 11 titles.

790. ELBIN, PAUL N. College President on a Tight Rope. *Coll. & Univ. Bus.*, 25: 19–22, Oct. 1958. (*Author:* President, West Liberty State College, West Virginia.)

Comments on the newly announced study of the college presidency under auspices of Carnegie Foundation for the Advancement of Teaching, "one of the most important ever sponsored by the Foundation." Discusses characteristics and desirable qualifications of a college president. "The commonly accepted prerequisites for the job are low blood pressure, ulcer-proof stomach, rhinocerous hide, a wife able to love an absentee husband, and the ability to see trees without losing sight of the forest." States 13 dilemmas facing a president. Examples: "If he's under 45, he's considered impulsive and autocratic. If he's over 45, he's smug and lazy. . . . If he takes a stand on a controversial matter, he is tactless. If he does not take a stand on a controversial matter, he is a coward."

791. EUWEMA, BEN. Some Principles of University Administration. *Educ. Record*, 32: 70–80, Jan. 1951. (*Author:* Dean, School of Liberal Arts, Pennsylvania State College.)

"I shall begin this analysis of university administration by enunciating 10 axioms. If these first principles can achieve acceptance, the detailed principles of administration can be deduced from them rather easily." Samples: "(2) The university administrator should be a member of the faculty and sympathetic to the faculty point of view. . . . (7) The best thing an administrator can do is to appoint good people and then leave them alone."

792. FAULKNER, DONALD. Principles of College Executive Action: The Responsibilities of the College President. *Jour. Higher Educ.*, 30: 266–275, May 1959. (*Author:* Vice President for Administration, Western Reserve University, Ohio.)

"The president's job in the American college and university is one of the most complex and most difficult to perform of all the positions of trust in the active life of the nation." States and discusses 23 principles. "These 23 statements of principle dealing with the responsibilities of the college president present a consistent picture of the executive branch of administration. Taken together, they represent a point of view which is consistent with the democratic philosophy of education acceptable to a broad cross section of American educational leadership."

793. FIELDS, RALPH K. *and* PIKE, ARTHUR H. Community College Prob-

lems. *Teach. Coll. Record*, 51: 528–536, May 1950. (*Authors:* (1) Professor of Education; (2) Graduate student; both of Teachers College, Columbia University.)

Report of a conference at Teachers College, March 30–April 1, 1950, attended by 85 registered participants. Purpose: to "(1) define the work of community college administrators, (2) to define the work of the community college instructor and the preparation needed for his work, and (3) to share experiences in organizing and directing community college workshops."

794. Fitzpatrick, Edward Augustus. Administrative Officers of Catholic Educational Institutions: The President of a Catholic University. *Cath. Sch. Jour.*, 53: 244, Oct. 1953. (*Author:* Dean, Graduate School, Marquette University, Wisconsin.)

Discusses (1) desirable qualifications of a president—personal, scholarship, and knowledge of university administration; (2) experience; and (3) relation to public educational system.

795. ——— Administrative Officers of Catholic Education Institutions: Catholic College President. *Cath. Sch. Jour.* 53: 274, Nov. 1953. (*Author:* See No. 794.)

Lists nine qualifications needed by the president of a small college as distinguished from that of a university.

796. Gordon, Joseph E. The President: Has the Pattern of College Leadership Changed? *Jour. Higher Educ.*, 21: 135–140, March 1953. (*Author:* Program Analyst, Air University, Alabama.)

Based upon author's unpublished doctoral dissertation at University of Chicago, 1951. Compares presidents of 29 universities which in 1949 were members of the Association of American Universities with presidents of same institutions in 1900. Following factors were studied: educational preparation, experience, age, former relationship to the institution, and honorary degrees received.

797. Gross, John O. College Administration—An Art and a Test. *Peabody Jour. Educ.*, 36: 329–337, May 1959. (*Author:* Executive Secretary, Division of Educational Relations, Board of Education of Methodist Church; former President, Simpson College, Iowa.)

"In my work I have had the chance to know personally about 400 college and university presidents. . . . For our special consideration I have selected five presidents who personify some of the essential qualifications for the high office." Gives personality sketches of each, followed by briefer descriptions of five foolish presidents. "They were unpractical and lacked a sense of realism and understanding. None of them are presidents now."

798. Hall, William W., Jr. *The Small College Talks Back: An Intimate Appraisal.* New York: Richard R. Smith, Publisher, Inc., 1951. 214 p. With Foreword by Henry Sloane Coffin. (*Author:* President, Westminster College, Missouri; former President, College of Idaho.)

Based on experiences at College of Idaho. "The author tells the story of his 9 years as a president with a surprising candor and in racy speech. The book reads like a novel and compels attention throughout. . . . With penetrating insight he passes in review financial support, competitive athletics, public relations, the church connection, and, above all, the distinctive function of the liberal arts college. He is frankly autobiographical without being in the least immodest. He has a delightful humor: his analysis of trustees, for example, is a literary gem."—Foreword. Reviews by V. E. Richardson, Jr., *Christ. Cent.*, 68: 401+, March 28, 1951; and by P. S. Havens, *Assoc. Amer. Coll. Bull.*, 37: 298, May 1951.

799. Harris, Arthur S., Jr. Reflections of a Departing Instructor. *Jour. Higher Educ.*, 25: 65–70, 111, Feb. 1954.

After 6 years of college teaching, author leaves it for more lucrative employment. Gives his impressions of college students and officers, especially presidents. "Today's typical university president, seen from a distance, appears to be less an educator or scholar and more of a corporation manager." Advocates that the president should find time to teach an occasional course to keep in closer touch with students and academic life.

800. Hillway, Tyrus. What Professors Want in a President. *Sch. & Soc.*, 87: 306–308, June 20, 1959. (*Author:* Professor of Education, Colorado State College.)

Based on questionnaire responses from 403 professors in some 90 accredited colleges and universities. Ranks in order of importance 10 characteristics of a college president judged most desirable and six judged most undesirable. Of the lists of traits considered most highly desirable, the most popular by all odds was *integrity*. Twenty-four percent of all the respondents put this quality in first place and it ranked high on almost every list." Second was *intellectual integrity* and third was *ability to organize and lead*. "Of all the undesirable characteristics, there was almost overwhelming agreement upon *dictatorial or undemocratic attitude*."

801. Holmes, Roger Wellington. Faculty Participation in Selecting a College President. *AAUP Bull.*, 43: 598–604, Dec. 1957. (*Author:* Professor of Philosophy, Mt. Holyoke College, Massachusetts.)

Describes the successful cooperation of a joint committee of faculty and trustees in selecting a new president.

802. Hughes, Raymond M. The Administrator and His Time. *Educ. Record*, 18: 48–52, Jan. 1957. (*Author:* President Emeritus, Iowa State College.)

"If an executive is to use his time to most advantage, he certainly must keep control of his time to a large degree and keep free from too much routine." Gives numerous practical suggestions for most efficient use of time particularly in interviews with faculty, students, athletes, boards of trustees, and the general public.

803. Hulcher, Wendell E. Solve These Six Problems and You're On Your Way to a Future in the Management of Higher Education. *Coll. & Univ. Bus.*, 22: 42–44, April 1957. (*Author:* With Ford Motor Co., Michigan.)

The six problems involve objectives, planning, organization, responsibility, public relations, and funding.

804. Hutchins, Robert M. The Administrator Reconsidered. *Coll. & Univ. Bus.*, 19: 23–26, Nov. 1955. (*Author:* President, Fund for the Republic.)

Confesses that he was wrong in some of his administrative methods when President of University of Chicago, particularly in pushing for immediate action by close faculty votes. "But I have learned at last, or I think I have, that the university president who wants durable action, not just action, must have patience."

805. Jones, Lewis Webster. Administration-Faculty Relations. In Southern University Conference, *Proceedings*, 1953, p. 45–54. (*Author:* President, Rutgers University, New Jersey.)

"The key man in the complex university structure is, as you all well know, the president. He is responsible to the trustees, the public, the parents, the students, and the faculty. You have doubtless heard the well-known definition of the college president as 'the ultimate recipient of the buck.' There is much truth in this wry definition: no matter how skillfully he delegates authority, he is in fact responsible for the quality, the direction, and the morale of the institution. . . . We have moved a long way from the small college in which the president was typically a teacher." Discusses also relation of faculty to board of trustees.

806. Kunkel, Beverly Waugh. The College President as He Is Today. *AAUP Bull.*, 34: 344–349, Summer 1948. (*Author:* Professor of Biology, Lafayette College, Pennsylvania.)

An analysis and summary of age, birthplace, alma mater, degrees, and educational positions held by 505 college and university presidents listed in current issue of *Who's Who in America*.

807. Langman, Anne W. Why Are College Presidents Resigning? *McCalls*, 86: 64–65, 134–139, May 1959.

"Ten percent of all our college heads quit every year. Here are five of them." Gives portraits of Harold Taylor, Sarah Lawrence College, New York; William E. Stevenson, Oberlin College, Ohio; Lynn White, Jr., Mills College, California; Benjamin F. Wright, Smith College, Massachusetts; and Wilbur K. Jordan, Radcliffe College, Massachusetts. "The abrupt departure of this presidential quintet—all in one year—from leading American colleges has caused surprise, consternation, and speculation. All have been in office for a decade or more; all are only at middle age; they did not retire to go to better jobs. From top positions in the educational hierarchy these five men say they have had enough." Discusses varying factors involved, principally frustration and financial responsibilities. Considers career of each man in turn, and reasons for his resigning. Conclusion: "In the eyes of many men the tradition that a college president should be a scholar is near to breaking."

808. Long, Henry Johnson. Why College Presidents? *Assoc. Amer. Coll. Bull.*, 37: 379–382, Oct. 1951. (*Author:* President, Greenville College, Illinois.)

"Possibly the main reason for his being connected with a college is that he may 'bring home the bacon' in the form of checks, bonds, and deeds. After a most stimulating experience in the first quarter of 1951 of spending approximately two days on each of 40 college campuses, interviewing somewhat at length 350 college administrators, the writer has come to the conclusion that the above picture is the average college's concept of its president." Discusses various judgments as a result of his visits. Conclusion: "The books need to be rewritten as to the duties of a president."

809. McCormick, Edgar L. Telling the Dragon: A Letter to the New College President. *Assoc. Amer. Coll. Bull.*, 39: 640–644, Dec. 1953. (*Author:* Head, Department of English, Bethany College, West Virginia.)

Attempts to present viewpoint of college faculties toward new presidents, emphasizing their responsibility for maintenance of religious activities and religious spirit on the campus.

810. Marsh, Daniel Lash. Imperative in a College President. *Assoc. Amer. Coll. Bull.*, 37: 7–12, March 1951. Also in *Christ. Educ.*, 34: 81–86, March 1951. (*Author:* President Emeritus, Boston University, Massachusetts.)

Upon retirement, after 25 years as President of Boston University, states and discusses fundamental qualities necessary for a successful university executive, including physical endurance, patience, loyalty, honesty, singleness of purpose, intellectual flexibility, fairness, sympathy, common sense, sense of humor, courage, ability to speak effectively, resourcefulness, and a philosophy of life that gives poise.

811. Martin, Harold H. Bright Young Boss of Princeton. *Sat. Eve. Post*, 231: 19–21, 79–83, April 18, 1959.

"Bob Goheen rose overnight from an assistant professorship to one of America's most coveted academic posts. Now he faces education problems that would vex Aristotle himself."

812. Millett, John D. The Job of Management. *Coll. & Univ. Bus.*, 25: 22–24, Sept. 1958. (*Author:* President, Miami University, Ohio.)

Shows that the university is not a hierarchy of power relationships like a business enterprise, but an academic community made up of highly interrelated but distinct elements—faculty, student body, alumni, specialized services, and trustees.

813. Montandon, Carlos Morrison. *Selection of Chief School Administrators in California Public Junior Colleges.* Greeley: Colorado State College of Education, 1954. 158 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 16, 1954, p. 64–67.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires responses from 110 board members of 54 public junior colleges in the State. Gives a descriptive analysis of personal characteristics, behavior patterns, experience, practices, and philosophy of education.

814. Moore, Robert Foster. For Top Administrative Personnel—Can Our Colleges Compete With Industry? *Coll. & Univ. Bus.*, 15: 26–28, Sept. 1953. (*Author:* General Manager, Bellows, Henry & Co., Inc., New York City.)

"Colleges and universities have an inside track when competing for top administrative personnel but, more often than not, they are not taking full advantage of their position."

815. Morey, Lloyd. Leaves from a President's Notebook. *Sch. & Soc.*, 82: 195–198, Dec. 24, 1955. (*Author:* President Emeritus, University of Illinois.)

Considers four questions: What evidences are there of progress toward better business administration? How does the business office look from across the hall? What are the basic principles of educational executive management? What are the fundamentals of good relations in educational administration?

816. ——— What the President Should Know About Business Management. *Educ. Record*, 39: 348–356, Oct. 1958. (*Author:* See No. 815.)

"As executive head, a college or university president must assume responsibility for and exercise general direction over finance and business operations. While he does not need to be an expert in the various fields of business activity, he should be generally informed as to their requirements and their relations to academic progress." Says most important thing is to secure competent business officer and leave details of operation to him. Indicates general knowledge president should have of a dozen specialized fields of business administration.

817. Niell, Norman. Periodical Literature on the College Presidency, 1932–1957. *Sch. & Soc.*, 176–177, April 2, 1958. (*Author:* Faculty member, Brooklyn College, New York.)

Classifies and lists 87 articles which have appeared in 15 professional journals, over one-fourth of them in *Assoc. Amer. Coll. Bull.*

818. Perkins, John Alanson. Public Administration and the College Administrator. *Harvard Educ. Review*, 25: 214–224, No. 4, 1955. (*Author:* President, University of Delaware.)

"It is high time that administration in higher education was recognized for what it is: a vitally necessary function, one of the most difficult of all areas of administrative activity, and an undertaking to be consciously prepared for." Discusses "some of the more common tools of administration"—planning, organization, staffing, directing, coordinating, reporting, and budgeting.

819. Pierce, Alfred C. *The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges.* Austin: University of Texas, 1950. Partial summary in *Jun. Coll. Jour.*, 21: 364–366, Feb. 1951; and 21: 393–394, March 1951.

Unpublished doctoral dissertation (Ph. D.) Based on questionnaire returns from 288 public junior colleges. Many details summarized.

820. Pollock, Thomas Clark. Leadership and Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 277–284, May 1958. (*Author:* Dean, College of Arts and Sciences, New York University.)

Address at 25th anniversary of Robert N. Montgomery as president of Muskingum College, Ohio. "Let me suggest a few of the varied problems which a college president must face day by day and year by year." Discusses his relations to the community, to the church, to secondary schools, to graduate schools, to alumni, to trustees, to faculty, and to students.

821. Powers, David Guy. *The Selection of University Presidents in America: Comparative Analysis of the Expressed Judgments of the Chairman of the Boards, the Presidents, and the Professors in American Universities During 1946–47.* New York: New York University, 1950. 304 p.

Unpublished doctoral dissertation (Ph. D.). Presents information regarding 20 different factors involved in selection of presidents as evaluated by 76 Board chairmen, 75 university presidents, and 57 professors, representing more than 100 universities. Most important factors: Personal integrity, administrative ability, health, and religious affiliation (in Protestant universities only).

822. Roland, Leo J. Professional Preparation of Junior College Administrators. *Jun. Coll. Jour.*, 24: 72–80, Oct. 1953. (*Author:* Professor of Education, Villa Maria College, Pennsylvania.)

Based on questionnaire responses from 136 junior college administrators in 14 States in effort to secure answers to two questions: "What are the backgrounds of the present two-year executives, and what are their opinions on the preparation of future junior college administrators?"

823. ——— A Doctoral Program for Tertiary School Executives. *Jun. Coll. Jour.*, 28: 389–397, May 1958. (*Author:* See No. 822.)

States reasons that "make it justifiable for junior college administrators to be specifically educated for their work on a professional basis and to obtain advanced professional degrees. The highest of these should be the Doctor of Education in tertiary school administration." Gives details of a desirable plan for such preparation.

824. Sammartino, Peter. *The President of a Small College.* Rutherford, N.J.: Fairleigh Dickinson College Press, 1954. 163 p. (*Author:* President, Fairleigh Dickinson College, New Jersey.)

"This book is meant for the administrator or the prospective administrator of a small college. It is not meant for the president of a large institution." Discusses, somewhat informally, many topics including departmental organization, public relations, evaluation of instructors, guidance of students, fund raising, alumni, parents, food services, office management, custodial services, and library.

825. Sheffield, Edward Fletcher. The Allocation of Administrative Responsibilities in the Liberal Arts College. *Coll. & Univ.*, 26: 236–246, Jan. 1951. (*Author:* Registrar and Director of Student Personnel Services, Carleton College, Ottawa, Canada.)

Discusses principles involved, areas of activity, groups concerned, and administrative officers chiefly involved. Diagram shows proposed allocation of major and minor responsibilities among president, dean, registrar, and bursar.

826. Stearns, Robert Lawrence. Academic Tenure: From the Viewpoint of

the Administrator. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 97–103. (*Author:* President, University of Colorado.)

Quotes "Harry Risdon's classic statement of the qualifications of a successful college president: one who is an educator, has been a scholar, has judgment about finance, speaks constructively in phrases that charm and never offend, takes positions with which no one will disagree, consults everyone and follows all profferred advice, does everything through committees, but with great speed and without error. . . . The average tenure of an American college president is approximately 4 years. . . . I am one of the few employees of the institution that has less tenure than the football coach."

827. STODDARD, GEORGE D. Illini! Illini! *Sch. & Soc.*, 79: 97–101, April 3, 1954. (*Author:* President, University of Illinois.)

Relates his side of the controversy with Board of Trustees of University of Illinois which led to his resignation after seven years in the presidency.

828. STOKE, HAROLD WALTER. *The American College Presidency.* New York: Harper & Bros., 1959. ix,180 p. One chapter, "The College President as an Educational Philosopher," preprinted in *Sch. & Soc.*, 87: 25–30, Jan. 17, 1959. (*Author:* President, Queens College, New York.)

"This book is not a guide to the would-be college president, nor a handbook on how to administer the office. It is meant, rather, as an interpretation of an important part of higher education, a report on some of the problems of the president, and an indication of some of the pleasures and pains of his position." Ten chapters: I. The Vested Authority. II. Personal Problems. III. The Administrator. IV. Everything Takes Money. V. Boards of Trustees. VI. Public Relations. VII. Among the Scholars. VIII. The Students. IX. The Uneasy Campus. X. The Uses of a Philosophy of Education. Bibliography, 36 titles. Review by T. R. McConnell, *AAUP Bull.*, 45: 291–294, June 1959.

829. SULLIVAN, RICHARD H. Administrative-Faculty Relationships in Colleges and Universities. *Jour. Higher Educ.*, 27: 308–326, 349, June 1956. (*Author:* On leave from Educational Testing Service, Princeton, N.J.)

Report of a 3-month study, under a grant from Carnegie Corporation of New York, based on visits to 18 colleges and universities. "I tried to learn something about the patterns of administrative-faculty relationships. What has determined them? To what extent are they historical and evolutionary? In what ways is change possible or indeed necessary because of current personalities or philosophies? Is each set of such patterns peculiar to an institution or are there common elements in all or many colleges?" Reports impressions and judgments on these questions.

830. THORP, MARGARET FARRAND. *Neilson of Smith.* New York: Oxford University Press, 1956. xxv,363 p.

Biography of William Allan Neilson, President of Smith College for 22 years, 1918–1940. Reviews by T. E. McMullin, *Educ. Outlook*, 31: 41, Nov. 1956; by O. Tead, *Jour. Higher Educ.*, 27: 460–461, Nov. 1956; by M. Clapp, *Miss. Val. Hist. Review*, 43: 513–514, Dec. 1956; and by K. W. Bigelow, *Teach. Coll. Record*, 58: 236–238, Jan. 1957.

831. THWING, CHARLES FRANKLIN. *The College President.* New York: The Macmillan Co., 1926. x,345 p. (*Author:* President Emeritus, Western Reserve University; President 1890–1921.)

First volume by an experienced university president, giving a general discussion of the position. Six chapters: I. The Office and Title. II. Relations. III. As an Officer and as a Personality. IV. Perils. V. Rewards. VI. The Future of the Office. Chapter II (113 pages) considers relations of the president to the trustees, faculty, students, graduates, high schools, graduate school, other presidents, the press, and the general community. Chapter III (108 pages) discusses 20 characteristics of successful college presidents. Useful discussion of salary of college presidents, stating the principle: "In general, the salary should be, I believe, about double the typical salary of the regular teacher of permanent tenure."

832. TURBEVILLE, GUS. The College President. *Assoc. Amer. Coll. Bull.*, 39: 464. Oct. 1953. (*Author:* President, Northland College, Wisconsin.)

Extract from inaugural address, May 16, 1953, stating the qualities of a successful college president as he sees them.

833. ——— The President as Fund Raiser. *Coll. & Univ. Bus.*, 24: 21–23, June 1958. (*Author:* See No. 832.)

States that the ideal college president is a scholar, politician, writer, orator, humorist, salesman, and beggar in behalf of others.

834. Watt, W. W. The College President: Conscience of the Campus. *Nation*, 188: 512–515, June 6, 1959. (*Author:* Head, Department of English, Lafayette College, Pennsylvania.)

Discussion of the alarming rate of turnover in the office of the college president and what this means for the university of the future.

835. Watts, Ralph J. Satisfying and Effective Relations Between President and Board. *Coll. & Univ. Bus.*, 12: 25–26, April 1952. (*Author:* Vice President, Lawrence College, Wisconsin.)

"Success in maintaining proper relationship between the chief administrator and the board of trustees depends upon the degree to which there exists mutual respect and confidence, a meeting of minds on the basic task of the institution, and a recognition of the functions of the components of the administrative organization."

836. Weeks, Ila Delbert. University Presidents and the Publics. In National Association of State Universities, *Proceedings*, 1950, p. 12–25. Excerpts in *Sch. & Soc.*, 72: 321–324, Nov. 18, 1950. (*Author:* President, University of South Dakota.)

Based on questionnaire responses from 46 presidents of institutions which were members of the Association. "If we could know something rather definite about the relations of university presidents with their faculties, students, governing boards, alumni, legislators, and the general public, it would be of inestimable value to newcomers in this much coveted position of university president." Summarizes 28 types of activity and their frequencies, 14 common problems, and states 12 conclusions.

837. ——— Five Tips to President on Getting Along With the Board. *Coll. & Univ. Bus.*, 20: 33, April 1956. (*Author:* See No. 836.)

"The effectiveness of administration in colleges and universities is determined in a large measure by how well governing boards adhere to their accepted functions and how well the presidents of these institutions administer the policies set forth by the boards. It is obvious that there must be a feeling of confidence and respect between the college administrator and members of the board."

838. Weigle, Richard D. Commission on Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 150–154, March 1958. (*Author:* President, St. John's College, Maryland: Chairman of the Commission.)

"The Commission can report progress on another knotty problem, that of the college president himself. Four intellectual life conferences were held at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado during the summer of 1957" as recommended in previous report, three for presidents and one for deans. "Without exceptions, the participants found the experience a fruitful and revitalizing one." For previous report, see *Assoc. Amer. Coll. Bull.*, 43: 165–169, March 1957. For fuller report by F. L. Wormald, see No. 845.

839. Wetzler, Wilson F. A Look at the President of the Small College. *Jour. Higher Educ.*, 25: 439–441, 456, Nov. 1954. (*Author:* Assistant Director of Student Teaching, Madison College, Virginia.)

Based on questionnaire responses from 24 presidents of liberal arts colleges with enrollments of 500 students or less. Attempts to answer two questions: "What sort of background and education have the incumbent presidents of small colleges? What do they consider to be the particular problems they face which demand special training and abilities?"

840. White, Goodrich Cook. Do We Believe in Education? *Assoc. Amer. Coll. Bull.*, 42: 2[illegible]–34, March 1956. (*Author:* President, Emory University, Georgia.)

Discusses many aspects of college administration and responsibility of the president for leadership in them. "If I were facing the prospect of another decade or so as a college president, I should set myself with resolute determination to guard some time for thinking about my job; not in terms of budgets and buildings and burgeoning student bodies, of promotion and propaganda and public relations, but in terms of what education really is or ought to be—what we are trying to do, what we ought to be trying to do, how well we are doing it, and how we might do it better. I should want to dig beneath the surface."

841. ——— *The Education of the Administrator.* Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 3.) viii,62 p. (*Author:* See No. 840.)

Based on address at 12th Institute of Higher Education, Nashville, 1956. Contains 4 chapters: I. On Keeping Intellectually

Alive. II. Patience and Its Limits. III. The Letter and the Spirit. IV. The Real Job.

842. Williams, Lloyd P. Some Heretical Reflections on Educational Administration. *Jour. Higher Educ.*, 27: 182–188, April 1956. (*Author:* Dean, Muskingum College, Ohio.)

"It is the thesis of this paper . . . that administration in general and educational administration in particular are a much overrated commodity—perhaps the most overrated commodity on the market today. . . . The specific function of an educational administrator is to facilitate the accomplishment of the scholarly enterprise of research, writing, and teaching. Regretably, much that now passes for administration in education performs precisely the reverse function."

843. Wilson, Logan. Academic Administration: Its Abuses and Uses. *AAUP Bull.*, 41: 684–692, Winter 1955. (*Author:* President, University of Texas.)

States that academic administration "is a subject about which nobody has very much precise knowledge and hence everybody is prone to speak as an authority." Defines a dean as "one who knows too much to be a president but not enough to be a professor." Abuses discussed: wrong kind of men as administrators, misconceptions of what should be done, structural inadequacies and weaknesses, bottlenecks at top, lack of time for thinking and planning. Uses discussed: getting and keeping a strong faculty, allocation of resources equitably, balance in the overall educational program, and, "perhaps the most basic, to catalyze a diversity of elements into an effective whole."

844. Wormald, F. L. School for Presidents. *Assoc. Amer. Coll. Bull.*, 41: 496–503, Dec. 1955. Summary in *Higher Educ.*, 12: 60, Dec. 1955. (*Author:* Assistant to the Director, Association of American Colleges.)

Describes purposes, methods, and results of the Institute for College and University Administrators conducted by Harvard Business School and sponsored by Association of American Colleges in summer of 1955, attended by 39 college presidents with less than 3 years service, selected from 120 who met this qualification.

845. ——— *The Pugwash Experiment: An Essay in Liberal Education.* Washington: Association of American Colleges, 1958. 72 p. (*Author:* See No. 844.)

An extensive report of conferences of college presidents and deans held in summers of 1956 and 1957 at Pugwash, Nova Scotia; Sewannee, Tennessee; and Wagon Gap, Colorado. Presented in four major sections: Genesis and Exodus, 1956; The Second Year; Organization and Method; and Results and Prospects. "The unanimous judgment of the participants, after they had gone back home and had had time to reflect on their experience, confirmed the evidence of their immediate reactions that the tonic effect was all that had been hoped for. . . . Half of the total of 54 presidents and deans . . . reported that action of one kind or another inspired or materially influenced by the Pugwash experience had been taken or was definitely planned on their campuses." See also R. D. Weigle, No. 838.

846. Wriston, Henry M. The Future of the College Presidency: Some Serio-Comic Observations on the Head Man and His Maneuvers. *Coll. & Univ. Bus.*, 17: 30–31, Nov. 1954. (*Author:* President, Brown University, Rhode Island.)

Abstract of Founders Day address at Union College, New York, February 1954. "The range of activity that may properly be called the function of a president has become so vast that no one man can discharge all the duties that could reasonably be assigned to the office." Discusses hazards of the presidency, its scholarship requirements, and relations to students and faculty. "The president of the future will not be close to the students."

847. ——— Looking at the College Presidency in Retrospect. *Assoc. Amer. Coll. Bull.*, 41: 504–518, Dec. 1955. Same, condensed, in *Coll. & Univ. Bus.*, 20: 23–26, April 1956. (*Author:* President Emeritus, Brown University, Rhode Island.)

Address at Institute for College and University Administrators, Harvard University, June 24, 1955. "In this career he [the president] can find profound satisfactions, his own share of good clean fun, and a rich, deep-down joy, as well as some frustrations, many disappointments, and occasional heartbreak." Included in No. 848.

848. ——— *Wriston Speaking: A Selection of Addresses.* Providence, R.I.: Brown University Press, 1957. viii,263 p. (*Author:* See No. 847.)

"In the course of my tenure at Brown University, there are on record something over a thousand speeches. . . . From this mass of material a committee has selected the addresses, reports, and articles here presented. Many of them have been severely cut." Includes 26 speeches and articles, in whole or in part, including "The College Presidency in

Retrospect," No. 847. Review by F. E. Lund, *Jour. Higher Educ.*, 30: 118, Feb. 1959.

849. ——— *Academic Procession: Reflections of a College President.* New York: Columbia University Press, 1959. 222 p. (*Author:* See No. 847.)

Autobiography, covering his presidency of Lawrence College and Brown University. Chapters devoted to the president in his relation to the trustees, to the faculty, to the administration, to the students, to the alumni, and to the public. Review by Mildred M. Horton, *N.Y. Times Book Review,* 64: 6, Aug. 23, 1959.

See also Nos. 8, 9, 32, 33, 34, 55, 142, 165, 195, 248, 252, 253, 257, 259, 264, 265, 266, 268, 272, 276, 277, 279, 283, 284, 285, 291, 292, 295, 298, 299, 325, 347, 390, 394, 414, 433, 477, 509, 597, 720, 729, 730, 738, 747, 750, 765, 854, 856, 862, 867, 875, 883, 884, 901, 904, 943, 953, 975, 978, 1026, 1033, 1277, 1309, 1418, 1446, 1494, 1560, 1591, 2351, 2359, 2360, 2368, 2373, 2445, 2603, 2606, 2692.

2. DEANS

Includes academic deans, administrative deans, and deans of university schools or divisions. For dean of students, dean of men, and dean of women, see Personnel Officers, Nos. 924–945. For deans as heads of junior colleges, see Presidents.

850. American Conference of Academic Deans. Thirteenth Annual Meeting, *Proceedings*, Philadelphia, 1957. 106 p.

Contains addresses and discussions of various problems and topics of special significance to deans. Similar contents of earlier annual reports. Purpose of the Conference: "The meetings of this Conference are intended to promote opportunity for academic deans of liberal arts colleges to meet together, to share their experiences, to exchange views, and to discuss problems with which the office of the dean is chiefly concerned."

851. Baxter, James P., III. Some Functions of the Academic Dean. In American Conference of Academic Deans, *Proceedings*, 1956, p. 47–57. Also in *Assoc. Amer. Coll. Bull.*, 42: 245–253, May 1956. (*Author:* President, Williams College, Massachusetts.)

Stresses three functions of the dean: his role in curriculum planning, his role as a watch dog of faculty interests and advancement, and his responsibility for interesting a larger percentage of undergraduates in possible careers in college teaching.

852. Blewett, Edward York. A Dean Goes to Heaven. *AAUP Bull.*, 40: 216–225, Summer 1954. (*Author:* Dean, University of New Hampshire.)

"Once upon a time a dean went to Heaven (you can judge from this opening sentence that the substance of this talk is pure fiction). . . . On the first day after the arrival of the academic dean, they set him in the middle of the company and proceeded to question him." Reports substance of discussion of a variety of educational topics.

853. Craig, Mack Wayne. *The Role of the Academic Dean in Selected Church-Related Colleges.* Nashville, Tenn.: George Peabody College for Teachers, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 2822–2823, May 1959.

Unpublished doctoral dissertation (Ph. D.). Compares activities of deans of 10 colleges, based on detailed reports kept for one week, with duties as found from an analysis of the literature. Makes proposals for the proper role of the dean in such institutions.

854. Davis, Harvey H. The Selection of College Deans. *Jour. Higher Educ.*, 21: 147–148, March 1950. (*Author:* Dean, Graduate School, State University of Iowa.)

"Some method is necessary in the selection of deans which will assure the president of his prerogative in nominating his lieutenants to the governing board, and will give the faculty of the college concerned an effective voice in the selection of the person whom the president nominates. One method which seems to be effective is presented here."

855. The Dean of the School. *Jour. Med. Educ.*, 30: 169–170, March 1955. Reprinted from *British Medical Journal*, Aug. 28, 1954.

Traces the development of the term "dean" from Biblical times, first use being in Book of Exodus. "Originally the word meant one having authority over 10 men, as over 10 soldiers in a camp or 10 monks in a monastery."

856. Deferrari, Roy J., *ed. Functions of the Dean of Studies in Higher Education.* Washington: Catholic University of America Press, 1957. vi,143 p. (*Author:* Secretary-General; Director of Workshops, Catholic University of America.)

Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, Catholic University of America, June 15–26, 1956. Contains discussions by nine authors on the function of the dean and his office, his qualifications and training, and his relations to the curriculum, to the student body, to the registrar, to the faculty, and to the president; and summaries of seminar proceedings of colleges for men, and large and small colleges for women. Also list of 78 participants and their institutions.

857. Dysinger, Wendell S., *ed. The Functions of the Dean: His Duties and Relationships.* Stillwater, Okla.: Oklahoma A. & M. College, 1954. 87 p. (*Author:* MacMurray College, Illinois; Chairman of Planning Committee.)

Eighth Yearbook of Annual Summer Conference of Academic Deans. Contains seven addresses on various phases of work of the dean and his relation to personnel officers, students, and the administration.

858. Engelbert, Arthur F. The Professor Looks at the Dean. *Educ. Record:* 38: 316–319, Oct. 1957. (*Author:* Chairman, Department of Modern Languages, Mt. Union College, Ohio.)

"Let us consider in some greater detail those areas of the dean's responsibility which impinge upon the vested interests of the college teacher." Discusses his responsibility for better choice of faculty, for maintaining an inservice training program for the faculty, and for encouragement of scholarly interests.

859. Finnegan, *Rev.* Darrell, *F. X. The Function of the Academic Dean in American Catholic Higher Education.* Washington: Catholic University of America Press, 1951. x,120 p. (Educational Research Monographs, vol. 16, no. 1, Jan. 1951.)

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on checklist used in personal interviews at 34 Catholic colleges for men. Chapter 4, "Relation of the Dean to the Instructional Faculty" (p. 30–45), deals with faculty recruitment and promotion, teaching load, examinations, salary, supervision of instruction, and other features. Appendix lists the cooperating institutions, gives the checklist of 193 items, shows 13 illustrative graphs, and contains bibliography of 36 titles.

860. Forrest, A. Leland. Some Objectives and Principles of Academic Administration. *Assoc. Amer. Coll. Bull.*, 37: 581–585, Dec. 1951. *Author:* Dean, Nebraska Wesleyan University.)

"The purpose of this paper is to give a brief summary of some of the objectives of academic administration, especially as such objectives apply to the office of the dean . . . and to suggest some practical steps in achieving our goals."

861. Haas, Leonard Clarence. *The Academic Dean in American Teachers Colleges.* Minneapolis: University of Minnesota, 1954. 222 p. Abstract in *Diss. Abstracts*, 14: 1170–1171, Aug. 1954. Summary in *Educ. Adm. & Sup.*, 42: 134–140, March 1956.

Unpublished doctoral dissertation (Ph. D.). "This study examined the academic deanship in teachers colleges with the purpose of discovering the chief characteristics of this position, the qualifications of those currently occupying it, and the actual functions these persons were performing." Based on 114-item questionnaire answered by 170 teachers colleges, only 115 of which actually had academic deans.

862. Henderson, Algo D. The Dean Is Busy. *North Cent. Assoc. Quart.*, 32: 179–185, Oct. 1957. (*Author:* Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

Discusses the role of the dean in the educational program and his relation to the president. "A wise president will delegate major responsibility for the educational program to the dean."

863. Hildebrand, Joel H. The Faculty Member and His Institution. In Western College Association, *Proceedings*, Spring 1956, p. 60–67. (*Author:* Professor of Chemistry Emeritus, University of California.)

"A deanship or a chairmanship does not have to be a life job. It can be passed around. There should be no indispensable man. I believe that the ablest men in a university should participate in administration from time to time."

864. Hunt, Everett. The Dean and the Psychiatrist. *AAUP Bull.* 39: 16–

35, Spring 1953. (*Author:* Dean, Swarthmore College, Pennsylvania.)

Traces the development of the dean's office from its ecclesiastical origin in England, and discusses the varied duties and functions of the office today.

865. Increasing Enrollments and Attendant Problems for the Academic Dean. In American Conference of Academic Deans, *Proceedings*, 1956. p. 5–46.

Three papers by Nancy D. Lewis, Pembroke College, Rhode Island; Blair Stewart, Oberlin College, Ohio; and Tracy E. Strevey, University of Southern California. Deal with problems of admissions, physical facilities, salaries, faculty shortages, use of women as new faculty members, special functions of private institutions, student-faculty ratio, and problems of graduate schools.

866. Marshall, Max S. How to Be a Dean. *AAUP Bull.*, 42: 636–643, Winter 1956. (*Author:* Professor of Microbiology, University of California.)

Discusses types and duties of deans and gives 10 aphorisms for their guidance.

867. Mayhew, Lewis B. Shared Responsibility for the President and the Dean. *North. Cent. Assoc. Quart.*, 32: 186–192, Oct. 1957. (*Author:* Dean, Michigan State University.)

Lists many duties and responsibilities of the president, particularly with reference to board of control and the public. States 13 specific duties of the dean. Considers four major types of difficulties which may arise in the administration of an institution—the collegiate organizational structure, personnel problems, ignorance, and personal diferences. "The simple device of the dean or the president dropping into the other's office each day they are both on campus and chatting about mutual concerns can do a great deal to alleviate growing misconceptions."

868. Reals, Willis Howard. Professional Status of Administrators of Evening Colleges. *Sch. & Soc.*, 72: 425–426, Dec. 3, 1950. (*Author:* Dean, University College, Washington University, Missouri).

Based on 66 replies to questionnaire sent to 81 heads of the Association of University Evening Colleges. Results are presented in nine tables showing official titles of administrators, salaries, faculty rank, years in present position, degrees held, academic departments represented, other duties, age, and number of students enrolled.

869. Scroggs, Schiller. The Dean's Part in the Improvement of Instruction. *Coll. & Univ.*, 26: 109–206, Jan. 1951. (*Author:* Dean, School of Arts and Sciences, Oklahoma A. & M. College.)

Gives numerous useful suggestions under such headings as recruitment of better teachers, improvement of teachers in service, and special methods of rewarding superior teaching.

870. Wriston, Henry M. The Academic Dean. In American Conference of Academic Deans, *Proceedings*, 1955, p. 40–55. (*Author:* President, Brown University, Rhode Island.)

"The functions of a dean of liberal arts are as the sands of the sea—myriad. I shall not attempt to enumerate them, but sort out a few grains from the shelving beach." States and discusses many qualities of the successful dean.

See also Nos. 9, 32, 33, 142, 253, 265, 266, 284, 299, 394, 509, 597, 775, 819, 825, 838, 842, 843, 845, 901, 1277, 1436, 1592, 2251, 2368.

3. REGISTRARS AND ADMISSIONS OFFICERS

871. Connelly, Thomas R. *The Registrar.* Newark, N.J.: Washington Irving Publishing Co., 1951. 83 p.

"The material contained herein is intended to convey some insight into the work of the registrar and/or admissions officer. It is not intended to be all inclusive or comprehensive." Discusses origin of the office, selection and admission of students, registration, records and reports, catalogs, office and equipment, and training of registrars. Bibliography, 62 titles. Review by H. E. Elder, *Teach. Coll. Record,* 23: 96, March 1952.

872. Guenther, Louis Charles. *Functions Performed by Registrars in Degree-Granting Institutions Accredited by the North Central Association.* Pittsburgh, Pa.: University of Pittsburgh, 1958. 251 p. Abstract in *Diss. Abstracts*, 19: 1271, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 271 registrars. Reports 166 functions under 10 major headings and evaluates their importance as rated by 30 judges. Also reports personal facts regarding registrars, including length of service, rank, title, voting status in faculty, relations to president, and committee assignments.

873. Lewis, Roland H. *A Study to Develop Criteria for Organizing or Evaluating the Private Junior College Registrar's Office.* Gainesville: University of Florida, 1956. 235 p. Abstract in *Diss. Abstracts*, 16: 2368–2369, Dec. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 114–123.

Unpublished doctoral dissertation (Ed. D.). Based on 423-item questionnaire answered by 107 private junior colleges in all parts of the country. For summary, see No. 874.

874. ——— *and* Henderson, Leon N. Principles for Organizing and Administering the Registrar's Office in Private Junior Colleges. *Jun. Coll. Jour.*, 28: 322–328, Feb. 1958. (*Authors:* (1) Registrar, Florida Christian College; (2) Professor of Secondary Education, University of Florida.)

Summary of senior author's doctoral dissertation at University of Florida. (No. 873.)

875. Meder, Albert E., *Jr.* What the Administration Has a Right to Expect of Registrars and Admissions Officers. *Coll. & Univ.*, 26: 411–419, April 1951. (*Author:* Dean, Rutgers University, New Jersey.)

Discusses especially the registrar's responsibility in the areas of education and of student personnel services.

876. Minkin, Vera F. *and* Stevens, Nancy D. The Registrar: Is He Statistician or Personnel Assistant? *Pers. & Guid. Jour.*, 32: 221–222, Dec. 1953. (*Authors:* (1) Registrar, New Jersey State Teachers College, Newark; (2) Registrar, Finch College, New York.)

"We feel that registrars have a responsibility to the college and to the students to keep and maintain accurate records. . . . However, when these records become important for themselves and are used as an end rather than as a means, then the registrar functions as a statistician, a recorder, a truant officer, a time keeper. When these records are used as facts for interpretation, as a part of the whole picture of the student, the registrar's office becomes a strong contributing unit in a student personnel program."

877. O'Rear, Floyd Barrett. *The Duties of the Registrar.* Springfield, Mo.: 1925. viii,173 p.

Doctoral dissertation (Ph. D.) at Columbia University. "An analysis of the work of the registrar in schools for training teachers in the United States, with a development of some forms in relation to services rendered."

878. Rhoads, John M. Our Profession. *Coll. & Univ.*, 31: 149–158, Winter 1958. (*Author:* Registrar, Temple University, Pennsylvania; President, American Association of Collegiate Registrars and Admissions Officers.)

"His job is complex, since he serves not one but all three divisions of the academic community: faculty, students, and administration. His duties cut sharply across the many areas of educational activity." Discusses many of these duties and problems connected with them.

879. Rich, Catherine R., *ed. Problems of Registrars and Admissions Officers in Higher Education.* Washington: Catholic University of America Press, 1955. vi,208 p. (*Author:* Registrar, Catholic University of America.)

Proceedings of the Workshop on Problems of Registrars and Admissions Officers in Higher Education, conducted at Catholic University of America, June 11–22, 1954. Contains discussions by 11 authors of the development of the office of the registrar, recruiting, admissions, registration, records, publicity and public relations, statistical reports and office forms, publications, testing, and implications of increased enrollments. Also summaries of seminar reports and list of 59 participants and their institutions. Review by L. J. Thornton and T. Garrett, *Jour. Higher Educ.*, 26: 454–455, Nov. 1955.

880. Simpson, Claude F. Qualifications of an Admissions Officer. *Coll. & Univ.*, 29: 368–377, April 1954. (*Author:* Director of Admissions, State College of Washington.)

Based on letters from an unstated number of college and university presidents, and from confidential reports submitted by members of High School–College Relations Committee. Contains many quotations from them.

881. Stout, Edward M. The Origin of the Registrar. *Coll. & Univ.*, 29: 415–418, April 1954. (*Author:* Registrar, De Paul University, Illinois.)

Traces the office back to that of the major-beadle at University of Paris at beginning of 14th century. Bibliography, eight titles.

See also Nos. 142, 265, 284, 414, 825, 856, 1475, 1592, 1620.

4. BUSINESS OFFICERS

882. Barker, Prince P. The College Business Officer's Human Relations. In American Association of College Business Officers, *Proceedings*, 1953, p. 22–29. (*Author:* Chief, Neuropsychiatric Service, Veterans Administration Hospital, Tuskegee, Alabama.)

Discusses the college business officer's human relations: "(1) First, in reference to seeming psychopathological potentials in the operational demands of the situation; (2) Secondly, in reference to personality types; and (3) Thirdly, to submit what is hoped will be constructive suggestions."

883. Bretske, Stanley F. The Relationship of the Business Officer to the Academic Areas of the College and University. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 65–68. Same as "Keeping on Friendly Terms With the Faculty," *Coll. & Univ. Bus.*, 11: 48–49, Aug. 1951. (*Author:* Vice President and Controller, University of Chattanooga, Tennessee.)

"It is one of the responsibilities of the business office to interpret its philosophies and its policies to the academic areas of the college or university. . . . A president with an understanding of business problems is a source of inspiration to the business manager especially as that president helps bridge the gap between academic areas and the business office. . . . This field of the relationship of the business office and the various academic areas is one of the most important activities in which the business manager is involved." Discusses various desirable methods of achieving such an end.

884. Caldwell, John T. The Business Officer and the Faculty. In Southern Association of College and University Business Officers, *Proceedings*, 1953, p. 71–78. (*Author:* President, University of Arkansas.)

Discusses various aspects of the relations of the president, the business officer, and the faculty.

885. Davis, Don A. The Profession of College Business Management. In American Association of College Business Officers, *Proceedings*, 1953, p. 12–19. (*Author:* Business Manager, Hampton Institute, Virginia.)

Discusses standards for the chief business officer, his duties, responsibilities, and compensation.

886. Force, William Wilber, *Jr.* *A Training Program for the Business Staff of State Colleges.* Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations* . . . 1950–51, p. 396–399.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to State colleges in California, Oregon, and Washington and review of reports from industry and business training to draw generalizations applicable to college business activities.

887. Hayes, Charles W. Legal Relationships of the Purchasing Officer. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 88–95. (*Author:* Director of purchases, Emory University, Georgia.)

Discusses need of the purchasing officer to have adequate knowledge of law of agency and law of contracts. Outlines each of these in considerable detail.

888. Hoff, Charles W. Educational Programs for College Business Managers. *Sch. & Soc.*, 79: 184–186, June 12, 1954. (*Author:* Vice President, University of Omaha, Nebraska.)

"College business officers throughout the country agree that there is a great need for formal programs of education to refresh top executives in this field and to provide basic background for junior executives who may have this vocation as their goal." Reports on several workshops arranged for this purpose.

889. ——— What Kind of Training for College Business Management? *Coll. & Univ. Bus.*, 18: 17, May 1955. (*Author:* See No. 888.)

"A basic education with a baccalaureate degree, on-the-job training that takes the trainee into all major departments of management, specialized college courses in a few basic areas where the trainee's formal education did not reach, attendance at meetings of professional organizations, formal training in short courses where successful college business managers are teaching—these are the kinds of training that colleges and universities should provide."

890. **Johnson, Milton E.** Revealing Facts About the College Business Manager: His Title, Tenure, and Prior Occupation. *Coll. & Univ. Bus.*, 17: 22–24, July 1954. (*Author:* Business Manager, Eastern Montana School of Education.)

Based on data furnished by 115 enrollees at the Workshop on College Business Management held at University of Omaha, Nebraska, in 1953.

891. **Keeney, Barnaby.** Peaceful Relations Between Faculty and Business Officers. *Coll. & Univ. Bus.*, 14: 21–24, June 1953. (*Author:* Dean, Graduate School, Brown University, Rhode Island.)

Discusses causes for "dichotomy between faculty and administration," including problems of housing, parking, and educational policy.

892. **Kettler, Raymond W.** How to Build a Staff for 1970. *Coll. & Univ. Bus.*, 25: 23–24, Nov. 1958. (*Author:* Controller, University of California.)

"First we must attempt to visualize the type of organization that will be required in the next few years. Next, we must begin to recruit key personnel for our organizations. Third, we must train our staff members now so that they can assume major responsibility in the near future. Finally, we must develop a procedure whereby we can continually review our own organization and evaluate its practicality."

893. **Knauth, Ernest Frederic.** *The Role of the Business Manager in the Independent Liberal Arts College: A Study of the Duties, Background, and Education-Related Activities of the Chief Business Officer of the Independent Liberal Arts College of Moderate Size.* New York: New York University, 1954. 396 p. Abstract in *Diss. Abstracts*, 15: 217, Jan. 1955. Partial summary, "Giving Status to the Business Manager," *Coll. & Univ. Bus.*, 18: 19–21, Feb. 1955.

Unpublished doctoral dissertation (Ph. D.). For published form see No. 894. Based on questionnaire responses from 89 institutions. Recommends that "the college business officer be primarily an educator, trained or skilled in educational thinking and administration, but having responsibility for the business affairs of the college as his particular concern."

894. ——— *College Business Manager.* New York: New York University Press, 1955. xiv,166 p.

Published form of the author's doctoral dissertation, No. 893. Five chapters: The Business Manager as an Individual, The Duties of the Business Manager, The Educational Background of the Business Manager, The Occupational Background of the Business Manager, The Education-Related Activities of the Business Manager. Contains section "Related Literature" (p. 153–161), followed by bibliography, 69 titles. Review by H. O. Farber, *Jour. Higher Educ.*, 28: 114, Feb. 1957.

895. **Morey, Lloyd.** College Business Management—As a Profession. *Sch. & Soc.*, 76: 241–244, Oct. 18, 1952. (*Author:* Comptroller, University of Illinois.)

Outlines the varied duties of the business officer and discusses his training for such responsibilities. "Academic training is desirable in preparation for college business administration. . . . A number of institutions have offered individual courses designed to aid in preparation for college business management. . . . No institution, however, so far as is known, has developed a complete program leading to a degree."

896. **Onderdonk, Chester D.** Training and Placement of College and University Business Officers. In Eastern Association of College and University Business Officers, *Proceedings*, 1950, p. 54–60. (*Author:* Director of Personnel, New York University.)

Reports results of questionnaire answered by 126 members of the Association from 109 institutions on desirability of and preferred topics for a seminar, workshop, or study group on principles and problems of college and university business administration. States detailed plan for such a meeting.

897. **Prothro, Charles E., *Jr.*** Intern Training Program for College Business Officers. In American Association of College Business Officers *Proceedings*, 1955, p. 92–96. (*Author:* Coordinator, Tuskekee Institute, Alabama.)

Describes in detail the program for interns in the business office of Tuskegee Institute and reports the work of the first two interns.

898. ——— Intern Training for Our Business Managers. *Coll. & Univ. Bus.*,

26: 34–35, April 1959. (*Author:* See No. 897.)

Gives details of eight aspects of 50-week training period at Tuskegee Institute, and reports on six men who have completed the course.

899. RABE, W. F. The Control by Business Managers in Higher Education. *Coll. & Univ. Bus.*, 25: 409–423, April 1950. (*Author:* Director of Academic Administration, Menlo College, California.)

"In American institutions of higher learning, the business manager often comes to wield power which is not justifiably his." Gives many examples, historical and contemporary, in which "the business manager is permitted to decide policy and execute it on his terms and in the interests of his unacademic office."

900. RUSSELL, JOHN DALE. Professionalization of College Business Management. *Coll. & Univ. Bus.*, 9: 17, July 1950. (*Author:* With U.S. Office of Education.)

States 11 characteristics of a true profession and shows that college and university business management has attained professional status on several of these and has made a good beginning on others.

901. SCHEPS, CLARENCE. Relationships of Academic Offices. *Coll. & Univ. Bus.*, 12: 24–26, Jan. 1952. (*Author:* Controller, Tulane University, Louisiana.)

"Successful realization of the university function is possible only through the joint efforts of those responsible for the academic, administrative, and financial areas of a university."

902. SCHRIBNER, ALBERT F. Reducing Friction Between Business Officer and Faculty. *Coll. & Univ. Bus.*, 15: 19–21, July 1953. (*Author:* Business Manager, Valparaiso University, Indiana.)

"Such friction as may exist between the faculty and the business office can be reduced but it will take more than soft words, wooing of teaching personnel, and theoretical plans."

903. SHERER, HARVEY. Ethical Standards for College Business Managers. *Coll. & Univ. Bus.*, 9: 19–22, Nov. 1950. (*Author:* Senior Accountant, University of Illinois.)

"Two character traits are essential to every college business manager: absolute integrity and moral courage." States 38 "important guides to the proper choice in the making of decisions."

904. TROUP, C. V. The College President Takes a Critical Look at the Business Manager. In American Association of College Business Officers, *Proceedings*, 1953, p. 58–61. Also in *Coll. & Univ. Bus.*, 15: 25–26, Nov. 1953. (*Author:* President, Fort Valley State College, Georgia.)

Discusses the responsibility of the college business manager for budget, purchases, maintenance, and public relations. "It is highly imperative, therefore, that the college president and the business manager work together as a team, each seeking to understand and appreciate the functions of the other."

See also Nos. 168, 253, 414, 816, 825, 1475, 2361, 2445.

5. LIBRARIANS

For other articles see the various library journals, especially *College and References Libraries* and the *Library Quarterly*. For full index to all significant references see the various issues of *Library Literature.*

905. ANDERSON, LEMOYNE W. *and* KELL, BILL L. Human Relations Training for Librarians? *Coll. & Res. Lib.*, 19: 227–229, May 1958. (*Authors:* Director of Libraries, Colorado State University; (2) Associate Professor, Counseling Center, Michigan State University.)

"Our concern is with the problem of translating the librarian's technical knowledge into personal modes of behavior which enable him to work more effectively with the reading public."

906. BOUGHTON, *Mrs.* VIVIAN R. Salaries, Work Week, Vacations, Benefits, and Privileges of College Librarians. *Coll. & Res. Lib.*, 19: 126–128, March 1958. (*Author:* Librarian, West Liberty State College, West Virginia.)

Based on questionnaire responses from 150 colleges, most of them having enrollments between 500 and 2,000 students each.

907. **Burke, John Emmett.** The College Librarian in 1951. *Sch. & Soc.*, 75: 276–278, May 3, 1952. (*Author:* Librarian, George Peabody College for Teachers, Tennessee.)

"A study of the 1951 catalogs of 599 colleges reveals that only 54 percent of American colleges today have librarians with a degree in library science or a library certificate. The need for a specially trained technician in the person of a librarian must be admitted. . . . Let us hope that more and more colleges heed this condition and provide a competently trained librarian lest this become the blind spot in American higher education."

908. **Byrd, Cecil K.** School for Administrators: The Rutgers Carnegie Project. *Coll. & Res. Lib.*, 20: 130–133, 153, March 1959. (*Author:* Associate Director of Libraries, Indiana University.)

Report of a combined seminar and interneship program of 12 weeks duration at Rutger University, New Jersey, in summer of 1958. Purpose: "To help practicing library administrators further their understanding of the management functions in research libraries, to sharpen their knowledge of administrative skills, and to increase their effectiveness in supervisory positions."

909. **Carlson, William H.** The Trend Toward Academic Recognition of Librarians. *Coll. & Res. Lib.*, 16: 24–29, Jan. 1955. (*Author:* Director of Libraries, Oregon State System of Education.)

Reviews the literature and the standards of accrediting associations regarding librarians. Conclusion: "Librarians are surely, although some of us may think too slowly, moving from the semi-clerical status of thirty years ago toward full acceptance as members of the academic family."

910. **Carty, Jackson C.** Survey of Administrative Standing of Head Librarians in Two-Year Colleges in California. *Jun. Coll. Jour.*, 29: 490–492, April 1959. (*Author:* Head Librarian, Fresno City College, California.)

"This survey was made upon the request of a college president for use in trying to up-grade his head librarian." Based on replies to questionnaire of nine questions answered by librarians of 55 California junior colleges. "The one conclusion drawn from the survey is that there is no pattern in the two-year colleges in recognizing the responsibilities of the librarian."

911. **Diehl, Katherine S.** Faculty Status. *Assoc. Amer. Coll. Bull.*, 41: 292–296, May 1955. (*Author:* Former Librarian, Texas Lutheran College.)

A plea for faculty status for the college librarian. "Recently librarians became conscious of a professional case for themselves. Their entire motif had an about face. . . . We must act the part if we would have the preferment."

912. **Downs, Robert B.** Are College and University Librarians Academic? *Coll. & Res. Lib.*, 15: 9–14, Jan. 1954. (*Author:* Director, Library and Library School, University of Illinois.)

Considers the preparation and academic rank of librarians. Names four library schools that offer the doctorate in Library Science—Chicago, Columbia, Illinois, and Michigan.

913. ——— The Current Status of University Library Staffs. *Coll. & Res. Lib.*, 18: 375–385, Sept. 1957. (*Author:* See No. 912.)

Based on information furnished "by 115 leading American universities." Quotes the librarians of many of them on importance of full faculty status for the librarian.

914. ——— *ed. The Status of American College and University Librarians.* (ACRL Monograph No. 22.) Chicago: American Library Association, 1958. iv,176 p. (*Author:* See No. 912.)

Contains 16 papers of varied authorship. "With two exceptions, all papers included in the present compilation have already appeared in print. Further, all are postwar" except one. Cover various aspects of personnel programs, current status, faculty rank, and place in academic community.

915. **Funkhouser, Myrtle.** Faculty Status of College of Education Librarians. *Wilson Lib. Bull.*, 28: 301, Nov. 1953. (*Author:* Librarian, Southern Oregon College of Education.)

Based on data furnished by 35 College of Education librarians in 14 States of whom 22 indicated "sometimes quite briefly, and at other times in detail and with evident pleasure, that they had exactly the same status in every respect as the instructional members of the faculty."

916. **Leigh, Robert D.**, *ed. Major Problems in the Education of Librarians.* New York: Columbia University

Press, 1954. x,116 p. (*Author:* Professor, School of Library Service, Columbia University.)

Report of 1952–53 seminar on Education for Librarianship at Columbia University. Chapters deal with clinical experience and theory, education of special librarians, and general programs for education of librarians. Bibliography, 28 titles, one-third of them annotated. Reviews by J. P. Danton, *Jour. Higher Educ.*, 26: 108–109, Feb. 1955, and by F. K. Hurley, *Teach. Coll. Record*, 56: 56–57, Oct. 1954.

917. McAnally, Arthur M. The Dynamics of Securing Academic Status. *Coll. & Res. Lib.*, 18: 386–395, Sept. 1957. (*Author:* Director, Library School, University of Oklahoma.)

Based in part on questionnaire responses from 97 institutions. Discusses various factors—institutional, administrative, faculty, and library. Also reviews literature on the subject.

918. Miller, Robert H. Faculty Rank for Library Staff Members in Medium State Universities and Colleges. *AAUP Bull.*, 39: 421–431, Autumn 1953. (*Author:* Director of Libraries, Southern Illinois University.)

"In a questionnaire survey covering 49 medium sized colleges and universities in the United States in April 1953 it was found that in 42 of the 49 libraries, all or some of the library staff members who were graduates of library schools had faculty rank." Names of institutions are given and variations in practice noted. Also data on distribution of ranks and relation of faculty and library salaries.

919. Morrison, Perry D. The Librarian—Warehouseman or Educator? *Improv. Coll. & Univ. Teach.*, 3: 7–10, Feb. 1955. (*Author:* Social Science Librarian, University of Oregon.)

"In sum, the evidence indicates that no one really desires that librarians be what Archibald MacLeish is said to have termed 'bellhops in the morgues of culture.' Nor does it seem desirable in most institutions for them to seek enhanced status as educators by posing as psychologists or personnel workers. Education is already part and parcel of their daily contact with students and faculty and represents a potential upon which we have only begun to capitalize."

920. Muller, Robert H. Work Week, Vacations, and Salaries in Medium-Sized Universities and Colleges. *Coll. & Res. Lib.*, 15: 84–86, Jan. 1954. (*Author:* Director of Libraries, Southern Illinois University.)

Based on questionnaire responses from librarians in 49 "medium-sized institutions of higher education."

921. Smith, Paul M. Head Librarians in Negro Colleges and Universities. *Jour. Negro Educ.*, 20: 169–173, Spring 1951. (*Author:* Head Librarian, Dillard University, Louisiana.)

Based on questionnaire responses from 50 institutions. Summarizes personal characteristics, education, experience, tenure, faculty responsibilities, and financial status of librarians in these institutions.

922. Stewart, Nathaniel. Training the College Librarian for a Career in Higher Education. *Educ. Record*, 31: 123–128, April 1950. (*Author:* Chairman, Planning Committee of Division of Library Education, American Library Association.)

"The central theme of this paper contends that within the past two decades there has been very little change in the professional training of the prospective college librarian. And it contends that its principal deficiency is its lack of treatment of the very underpinning of higher education—purposes, design, and change in higher education, and their impact upon library science in colleges." Gives a detailed outline of a course of study for college librarianship.

923. Yenawine, Wayne S. Education for Academic Librarianship. *Coll. & Ref. Lib.*, 19: 479–486, 501, Nov. 1958. (*Author:* Director of Libraries and the Library School, Syracuse University, New York.)

Discusses many phases of preparation of academic librarians and need for greater number of qualified students in library schools.

See also Nos. 265, 414, 1277, 1475, 2369, 2384, 2388.

6. PERSONNEL OFFICERS

Includes deans of students, deans of men, deans of women, and counselors.

924. Anderson, Hurst R. Education for the Dean of Women. *AAUW Jour.*,

48: 17–18, Oct. 1954. (*Author:* President, American University, Washington, D.C.)

States five qualifications desirable for an effective dean of women.

925. **Changaris, George D.** Fellowship, Scholarship, and Assistantship for Personnel and Guidance Graduate Training, 1959–1960. *Pers. & Guid. Jour.*, 37: 378–386, Jan. 1959. (*Author:* Assistant Dean of Students, University of California.)

"This is the third in a series of annual articles reporting on the availability of fellowships, scholarships, and assistantships." Gives detailed data on 142 institutions.

926. **Davis, I. Clark.** *Analysis of a Graduate Program for College Student Personnel Work Based on Determined Curricula.* Bloomington: Indiana University, 1956. 277 p. Abstract in *Diss. Abstracts*, 17: 572–573, March 1957.

Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To determine criteria for graduate programs for college student personnel work, (2) to analyze policies and practices in this field at Indiana University, and (3) to make recommendations for their improvement."

927. **Dressler, Marguerite Ruth.** *Counselor Preparation in the Colleges and Universities Accredited by the Northwest Association of Secondary and Higher Schools.* Seattle: University of Washington, 1955. 192 p. Abstract in *Diss. Abstracts*, 16: 498–499, March 1956.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 144 individuals in 61 institutions. Compares the preparation of this group with preparation recommended by American College Personnel Association.

928. **French, Arden.** The Dean of Men as a Counselor and as a Disciplinary Official. *Coll. & Univ.*, 26: 54–66, Oct. 1950. (*Author:* Dean of Men, Louisiana State University.)

Based on 9 years of personal experience, discussions of a seminar group at Columbia University, and various reports and addresses. Concludes that deans of men "are first counselors, not disciplinarians."

929. **Gibson, Murl James.** *Careers of Guidance Majors at the Master of Arts Level.* Stanford, Calif.: Stanford University, 1956. 168 p. Abstract in *Diss. Abstracts*, 17: 109–110, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 94 graduates, 1947-1953. Conclusion: "The general approval expressed implies that the basic guidance program at Stanford University is meeting an educational need and should be maintained. The deficiencies noted led to certain recommendations for change."

930. **Hanson, Joseph Thomas.** *Responsibilities, Professional Characteristics, and Training Recommendations of Counselors in Public Junior Colleges of California.* Minneapolis: University of Minnesota, 1953. 246 p. Abstract in *Diss. Abstracts*, 14: 616, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 200 and interviews with another 24 of "all 273 persons serving as counselors in California public junior colleges during 1951–52."

931. **Hedahl, Beulah Minerva.** *A Study of the Role Expectations of Counselors in Three University Student Counseling Centers.* Minneapolis: University of Minnesota, 1958. 267 p. Abstract in *Diss. Abstracts*, 19: 1291, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). "The subjects for the study were the counselors and directors of three counseling centers located at universities in the Western Conference. Two of the centers employed 7 counselors each, and one employed 12."

932. **Hunnicutt, Theo. M.** *Defining and Projecting the Office of the Dean of Women at the University of Houston.* Houston, Texas: University of Houston, 1956. 246 p. Abstract in *Diss. Abstracts*, 17: 543–544, March 1957.

Unpublished doctoral dissertation (Ed. D.). Primarily a historical study designed to validate the office as established at the University in 1950, and to make a critical analysis and evaluation of it in the light of theory and practice.

933. **Kemp, Charles Frederick.** *The Role of the Religious Counselor in Colleges and Universities.* Lincoln: University of Nebraska, 1951. Abstract in the University of Nebraska, *Abstracts of Doctoral Dissertations*, 1952, p. 135–139.

Unpublished doctoral dissertation (Ph. D.). Studies activities of four types of religious workers—pastors of churches near the campus, YMCA secretaries, university pastors, and university chaplains.

934. Kiell, Norman. Freshman Evaluation of Faculty Counselors. *Pers. & Guid. Jour.*, 35: 361–364, Feb. 1957. (*Author:* Counselor to Students, Brooklyn College, New York.)

Summarizes judgments expressed by 200 freshmen at Brooklyn College.

935. Lee, William Storrs. *God Bless Our Queer Old Dean.* New York: G. P. Putnam's Sons, 1959. 256 p. (*Author:* Formerly Dean of Men, Middlebury College, Vermont.)

A report on the various roles of the college dean of students—as administrator, educator, counselor, disciplinarian, and benevolent guide. The dark side is not overlooked. Reference is made to some of the great deans of past and present. Written in cheerful and colorful style.

936. Miller, Frank W. Counselor Training Program in Colleges and Universities. *Pers. & Guid. Jour.*, 32: 132–134, Nov. 1953. (*Author:* Director of Guidance, School of Education, Northwestern University, Illinois.)

Based on questionnaire responses from 157 institutions offering special preparation in guidance. Makes comparisons with earlier similar studies.

937. Shaffer, Robert H., as told to Ellison, Jerome. This Is the Dean Speaking! *Sat. Eve. Post*, 228: 104–106, May 12, 1956. (*Author:* Dean of Students, Indiana University.)

Dean of students in a large university discusses the nature of his work, its problems, possibilities, and satisfactions.

938. Stroup, Herbert. The College Teacher as Counselor. *Sch. & Soc.*, 85: 120–122, April 13, 1957. (*Author:* Dean of Students, Brooklyn College, New York.)

"The college instructor who worships at the golden calf of scholarship divorced from social responsibility can hardly be expected to understand fully his role as counselor of students. . . . Teaching and counseling at many points are very close to each other."

939. Thompson, Ray. *Counselor Training in State-Supported Negro Colleges and Universities in States With Dual Educational Systems.* East Lansing: Michigan State College, 1953. 207 p. Abstract in *Diss. Abstracts*, 13: 703–704, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews, college catalogs, and questionnaires at 30 institutions in the 17 states having dual systems. Makes comparisons with National Vocational Guidance Association recommendations on preparation of counselors.

940. Vogel, Fred J. *A Study of Concepts and Practices Relating to the Allocation of Certain Student Personnel Responsibilities in Selected Institutions of Higher Learning in the United States.* Tallahassee: Florida State University, 1958. 178 p. Abstract in *Diss. Abstracts*, 18: 1705–1706, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on information furnished by 104 State-supported, coeducational, 4-year institutions. "The majority of the student personnel administrators expressed a desire to share in responsibilities not allocated to them."

941. Wells, Margaret C. Training Student Deans at Syracuse. *Educ. Record*, 32: 96–104, Jan. 1951. (*Author:* Dean of Women, Carroll College, Wisconsin.)

Describes origin of 2-year graduate program for training deans of women at Syracuse University, New York, and evaluates some of the results.

942. Willey, Harold L. *The Role of the Dean of Men in Institutions of Higher Learning.* Knoxville: University of Tennessee, 1958. 307 p. Abstract in *Diss. Abstracts*, 19: 1982, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based chiefly on personal interviews with deans of men in 15 colleges and universities. Considers three aspects: the job, the theory, the know-how to perform the tasks.

943. Williamson, Edmund G. The Dean of Students as Educator. *Educ. Record*, 38: 230–240, July 1957. (*Author:* Dean of Students, University of Minnesota.)

Defines the dean as the man who "relieves the president of some very unpleasant duties." Discusses three aspects of his work, involving student participation in university affairs, learning to resolve social conflicts, and use of non-university speakers by student organizations.

944. ——— Professional Preparation of student Personnel Workers. *Sch. & Soc.*, 86: 3–5, Jan. 4, 1958. (*Author:* See No. 943.)

Discusses special competencies, inservice training, role of research, and other factors.

945. **Wrenn, C. Gilbert.** The Selection and Education of Student Personnel Workers. *Pers. & Guid. Jour.*, 31: 9–14, Oct. 1952. (*Author:* Professor of Educational Psychology, University of Minnesota.)

"There are two major unsolved problems in preparation of student personnel workers—one, the selection of those who are encouraged to work toward certification or a graduate degree in this field; two, the balance between knowledge and practice in the graduate curriculum in this field." Bibliography, 23 titles.

See also Nos. 265, 299, 876, 975, 1475, 1592, 1706, 1710, 1724, 1744, 2276, 2553.

7. OTHER OFFICERS

946. **Creek, Herbert L.** Head of the Department. *AAUP Bull.*, 36: 81–96, Spring 1950. (*Author:* Professor Emeritus and Acting Head, Department of English, Purdue University, Indiana.)

Discussion, in dialogue form, between three university professors concerning the advantages and disadvantages of becoming a department head.

947. **Doyle, *Rev.* Edward A.** *The Status and Functions of the Departmental Chairman: A Study of the Status and Functions of the Departmental Chairman in Thirty-Three Selected Colleges Under Private Auspices.* Washington: Catholic University of America Press, 1953. x,138 p. (*Author:* Dean, School of Arts and Sciences, Loyola University, Louisiana.)

Doctoral dissertation (Ph. D.) at Catholic University of America. "The aim of this study is to ascertain established practices among institutions of higher learning regarding (1) the qualifications of departmental chairmen, (2) the status of the chairman in the administrative organization of the college, (3) general duties of the chairman, (4) teaching functions of the chairman, (5) the chairman's relation to the administration, departmental faculty, and students of the department." Based on personal interviews, using a detailed checklist, at 33 institutions, one-third of them Catholic. Institutions are named and data given concerning each. Also the 332-item checklist used. Bibliography, 32 titles.

948. **Findley, Warren G.** The College Evaluation Officer. *Jour. Higher Educ.*, 22: 321–324, June 1951. (*Author:* Director of Test Development, Educational Testing Service.)

"Generally speaking, there is a place in any 4-year college or junior college for a full-time college evaluation officer with doctoral training." Discusses his preparation and duties.

949. **Gates, Samuel Gerald.** *Professional Activities Performed by College Supervisors of Student Teachers.* Stanford, Calif.: Stanford University, 1953. 724 p. Abstract in *Diss. Abstracts*, 14: 309–310, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). "The problem motivating this study was to determine the optimum supervisory load for college supervision of student teachers." Based on questionnaire responses from 133 supervisors in California and Colorado and 55 interviews with California supervisors.

950. **MacLeod, Robert B.** Confessions of an Ex-Chairman. *AAUP Bull.*, 40: 424–431, Autumn 1956. (*Author:* Professor of Psychology, Cornell University, New York.)

"At the end of the past academic year I completed twenty years as chairman of a department and I resigned. The decision was a difficult one. . . . Sooner or later in the life of a chairman the question must be faced: Should I sacrifice my academic integrity and become a mere administrator? Or shall I try to regain my status as a scholar, a scientist, and a gentleman? I have chosen the latter alternative. It may be too late, but here are the reasons." Describes the frustrations of a mass of petty administrative detail. Discusses various alternatives to present American system of departmental chairmanships. "Personally, I think that most of the work could be done more efficiently by a few modest 'dedicated' secretaries."

951. **Rice, Sidney Wayne.** *A Job Analysis of Selected Directors of College Physical Education.* Boston: Boston University, 1955. 298 p. Abstract in *Diss. Abstracts*, 15: 2466–2467, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Shows changes in emphasis, following World War I, from selection of physicians to administer the program of physical education in colleges. Based on analysis of 128 "clearly defined duties" of the modern college physical education director, and data concerning these duties received from 115 college physical education directors.

952. **Rusch, William George.** *Critical Requirements for Directors and Ministers of Christian Education in the Presbyterian Church in the U.S.A.* Pittsburgh, Pa.: University of Pittsburgh, 1958. 386 p. Abstract in *Diss. Abstracts*, 20: 393–394, July 1959.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on data secured from 117 churches in 31 States which "provided 301 questionnaire booklets containing 1,072 usable incidents from which 1,532 behaviors were abstracted."

See also Nos. 169, 825, 1023, 1475, 2291, 2587, 2592, 2614, 2654.

VIII. *Administration of Faculty*

1. GENERAL

953. Abbott, Frank C., *ed.* *Faculty-Administrative Relationships.* Washington: American Council on Education, 1958. x,88 p. (*Author:* Staff member, American Council on Education.)

Report of a Work Conference sponsored by Council's Committee on Instruction and Evaluation. Discusses many aspects of relationships, including sources of tensions, delegation of authority, and salaries. Reviews by W. G. Fletcher, *Coll. & Univ.*, 34: 215–217, Winter 1959; and by S. A. Atwood, *Jour. Higher Educ.*, 30: 294, May 1959.

954. Alumni Magazines.

"The alumni of 249 colleges, universities, and independent secondary schools in the United States and Canada are receiving a dividend in the current issues of their alumni magazines. A special 16-page supplement dealing with the college teacher and his importance to society has been inserted in each of these magazines. The supplement will reach more college-trained people than any previous periodical in the history of American publishing. The total circulation will be 2,160,000 copies."—From *Higher Education and National Affairs*, American Council on Education, April 14, 1959.

955. Brumbaugh, Aaron J. *and* Collins, M. W. H., Jr. University of Georgia Self-Study. *Higher Educ.*, 15: 97–103, Feb. 1959. (*Authors:* (1) Director; (2) Associate Director, of University of Georgia Self-Study.)

"The University of Georgia recently completed a self-study which has special significance not only for the future of that University but also for other universities that may want to make similar studies. The present article is a summary of the study's principal findings and recommendations and of its background and procedures."

956. Caplow, Theodore *and* McGee, Reece J., *The Academic Marketplace.* New York: Basic Books, 1958. x,262 p. (*Authors:* (1) Faculty member, University of Minnesota; (2) Faculty member, University of Texas.)

A study financed by Fund for Advancement of Education, based on personal conferences with 418 professors and administrative officers in 10 unnamed American universities. Covers appointments, rank, seniority, working loads, salaries, fringe benefits, promotion, and other personnel factors. Illustrated by many frank often critical quotations from men interviewed, but all quoted anonomously. Reviews by G. P. Shannon, *AAUP Bull.*, 45: 297–300, June 1959; and by M. M. Tumin, *Teach. Coll. Record*, 60: 348–350, March 1959.

957. Carman, Harry J. Campus Issues and Problems. *Annals Amer. Acad.*, 301: 46–57, Sept. 1955. (*Author:* Dean Emeritus, Columbia College, Columbia University.)

Discusses a variety of topics with special emphasis on the faculty—recruitment, qualities of an able teacher, the teacher in the community, earmarks of failure (preoccupation with research, sheer psychological incompetence, exhibitionism and timidity, lack of self-criticism, inadequate use of helpful facilities), tenure, and aids to morale (10 listed).

958. Colwell, Ernest Cadman. Panel Discussion on Faculty Relationships. In Southern University Conference, *Proceedings*, 1953, p. 61–94. (*Author:* Dean, Emory University, Georgia; formerly President, University of Chicago.)

Under chairmanship of Dean Colwell, three college presidents discuss various phases: "Tenure and Criteria for Advancement," by Logan Wilson, University of Texas; "Outside Activities of the Faculty," by Troy H. Middleton, Louisiana State University; and "Faculty Participation in Policy Making," by George R. Stuart, Birmingham-Southern College, Alabama.

959. Davidson, Carter. Industrial Techniques for Higher Education, *Jour.*

Higher Educ., 26: 408–412, 456–457, Nov. 1955. (*Author:* President, Union College, New York.)

Presumably verbatim report of a conversation in which an industrialist and a scientist, conferring with a college president, attempt to apply certain industrial interpretations of efficient operation to the operation of a college, especially in view of anticipated increases in enrollment. Conclusion: "Educators have only scratched the surface of the many ways in which the techniques of modern industry and science might be applied to the problems of education."

960. Dennison, Charles P. Faculty Rights and Obligations in Eight Independent Liberal Arts Colleges. New York: Bureau of Publications, Teachers College, Columbia University, 1955. xii, 186 p. (*Author:* Assistant Dean, Graduate School, Princeton University.)

Doctoral dissertation (Ph. D.) at Columbia University. Based on study of documents and personal conferences at Vassar College, College of the Senecas, Wesleyan University, Colgate University, Mount Holyoke College, Swarthmore College, Sarah Lawrence College, and Haverford College. Makes comparisons between the eight institutions on conditions of appointment and promotion of faculty, tenure and separation, salary policy, insurance and employees benefits, academic freedom, assistance toward professional growth, additional responsibility to the institution, and other factors. Reports special studies at four institutions—Vassar, Colgate, Sarah Lawrence, and Haverford. Appendix (p. 124–179) is a detailed comparative synopsis of the principal data on which the volume is based. Bibliography, 87 titles. Reviews by R. B. Thompson, *Educ. Res. Bull.*, 35: 136, May 1956; by O. Tead, *Jour. Higher Educ.*, 26: 499–500, Dec. 1955; by H. B. Dunkel, *Jour. Teach. Educ.*, 7: 282, Sept. 1956; and by L. S. Woodburne, *Teach. Coll. Record,* 57: 267–269, Jan. 1956.

961. Deuel, Leo. *The Teacher's Treasure Chest.* New York: Prentice Hall, 1956. xi,372 p.

Consists of 64 major selections and numerous minor ones from various authors. About a third of them deal with higher education, including characterizations of successful teachers. Among authors on college subjects are John Erskine, Felix Frankfurter, William O. Douglas, Sinclair Lewis, Henry S. Canby, Henry N. McCracken, and Bliss Perry. Of special interest: "The Ph. D. Octopus," by William James.

962. Diekhoff, John Siemon. *The Domain of the Faculty in Our Expanding Colleges.* New York: Harper & Bros., 1956. xiii,204 p. (*Author:* Professor of Education, Hunter College, New York.)

First half of volume "Enhancing Faculty Competence," discusses informally many aspects of college teaching and preparation for it, the Ph. D. degree, teaching interneships, and conditions of faculty employment, including salary, promotion, and tenure. Second half, "Teaching in the Evening," considers many special aspects of adult education. Reviews by H. L. Miller, *Adult Educ.*, 7: 56–58, No. 1. 1956; by A. J. Lien, *Coll. & Univ.*, 32: 90–92, No. 1, 1956; by W. E. Britton, *Jour. Higher Educ.*, 27: 464–465, Nov. 1956; and by F. S. Browne, *Sch. Exec.*, 76: 164, April 1957.

963. Ficken, Clarence E. *Building a Faculty in a Church-Related College of Liberal Arts.* Nashville, Tenn.: Methodist Board of Education, 1956. 72 p. (*Author:* Dean, Ohio Wesleyan University.)

Nine chapters discuss conditions of service, cultivation of professional growth, democracy at the college level; evaluation of personnel, teachers for today, and teachers for tomorrow. Bibliography, 22 titles.

964. Forbes, John. What's Involved in Conducting a College Self-Survey? *Coll. & Univ. Bus.*, 26: 23–26, June 1959; 27: 42–45, July 1959; 27: 28–29, Aug. 1959; 27: 43–45, Sept. 1959. (*Author:* Assistant Secretary, North Central Association of Colleges and Secondary Schools.)

A paper used as a guide for discussion at annual meeting of the Association's Commission on Colleges and Universities. Considers definition of self-study, pitfalls, organization, object, preparation, and other factors. "During the last eight years approximately 150 institutions have submitted self-study reports. More than 150 more institutions are presently engaged in self-evaluation in the North Central region and the number is increasing at the rate of about 10 new institutions a month. Self-study is rapidly becoming as popular an undertaking among institutions in our membership as it has been in previous years with applicants for accreditation."

965. Frankel, Charles. Report of the Committee on Professional Ethics. *AAUP Bull.*, 44: 780–784, Dec. 1958. (*Author:* Professor of Philosophy, Columbia University.)

Chairman of committee presents tentative statement covering responsibilities of a faculty member in four main areas: (1) to his subject, (2) to his students, (3) to his profession, and (4) to the community at large.

966. Gardner, John W. *The Pursuit of Excellence: Education and the Future of America.* (The Rockefeller Report on Education. America at Mid-Century Series; Rockefeller Brothers Fund. Panel Report V of the Special Studies Project.) Garden City, N.Y.: Doubleday & Co., 1958. 49 p. (*Author:* President, Carnegie Corporation of New York; Chairman of Panel V:)

Covers five major topics: The Dignity of the Individual, The Nature of the Challenge, The Educational System, The Use and Misuse of Human Abilities, Motivation and Evaluation. Much of the discussion of education applies to education in general or specifically to elementary and secondary education, but specific consideration also is given to higher education. Discusses decreasing number of college teachers with doctor's degrees, possible changes in graduate education, increased use of television, and increases in salaries. "Salaries must be raised immediately and substantially." Review by S. C. Clark, *Calif. Teach. Assoc. Jour.*, 55: 16–17+, March 1959; by H. C. Hunt, *Harvard Educ. Review*, 29: 67–69, Winter 1959; by A. H. Rice, *Nation's Schools*, 62: 25, August 1958; and by I. Widen, *Phi Delta Kappan*, 40: 22–23, Oct. 1958.

967. Gladfelter, Millard E. The Responsibility of the Administration for Providing Satisfactory Teaching Conditions. *Assoc. Amer. Coll. Bull.*, 43: 95–101, March 1957. (*Author:* Provost, Temple University, Pennsylvania.)

Considers various topics including aid to young instructors in completing their doctorates, welfare insurance, retirement plans, outside employment, improvement of salaries, attendance at professional meetings, education of faculty children, and provision of audiovisual and other instructional aids.

968. Good, Carter V. Personnel Problems at the College Level. *Review Educ. Research*, 25: 252–260, June 1955. (*Author:* Dean, Teachers College, University of Cincinnati, Ohio.)

Review of recent studies in the fields of academic freedom and ethics, role of psychologists, college teacher supply and demand, preparation and experience, promotion, salary, tenure, health and retirement, and rating the college teacher. Bibliography, 88 titles.

969. Gray, Keith M. Points on the Preparation of a Faculty Handbook. *Coll. & Univ. Bus.*, 14: 43–44, April 1953. (*Author:* Acting Business Manager, Iowa Wesleyan College.)

"The publication of a good faculty handbook will improve employee relations by giving employees knowledge of facts that concern them and by showing them how they fit into the organization." Suggests 32 items of information to be included, and outlines method of compilation with approval by responsible authorities.

970. Gulick, Sidney L. From a Professor's Study. In Western College Association, *Proceedings*, Spring 1956, p. 19–26. (*Author:* Professor of English, San Diego State College, California.)

Discusses various aspects of faculty-administrative relations. "From my not-so-ivory tower study, I believe that friction between administration and faculty comes largely from a failure of communication. This failure operates in both directions." Illustrates by describing various conditions at San Diego State College, especially a sudden requirement for a 30 percent reduction in staff and how it was handled.

971. Helm, M. Stanley. Teaching as an Exciting Career. *Jour. Eng. Educ.*, 48: 111–114, Nov. 1957. (*Author:* Professor of Electrical Engineering, University of Illinois.)

Discusses 8 advantages of teaching, 2 disadvantages, 4 challenges and rewards, and 12 characteristics of a good college teacher.

972. Hill, George E. *and* Pothoff, E. F. *Improving Teacher Education Through Inter-College Cooperation.* Dubuque, Iowa: Wm. C. Brown Co., 1957. vii,250 p.

Report of a subcommittee of North Central Association. Describes what several hundred college staff members in group of midwestern college found out about problems and methods of improving their colleges. Discusses faculty, instruction, personnel services, and other topics.

973. Houston, Neal B. *and* Umstattd, James G. Teacher Personnel Problems in Junior and Senior Colleges. *Review Educ. Research*, 28: 234–238, June 1958. (*Authors:* Faculty members, University of Texas.)

Review of studies in the field for 3 years, 1955–1958. "Nine-tenths of the articles on college teaching personnel written during 1955–57 were almost entirely discursive. Some relatively neglected areas of research are highly important, for example, academic freedom. Researches are here reported under preparation and certification, supply and demand, rank, promotion and tenure, rating, salaries, academic freedom, and retirement." Bibliography, 38 titles.

974. How Can Colleges Cooperate to Promote Substantial Institutional Research? *North. Cent. Assoc. Quart.*, 28: 379–382, April 1954.

Report of panel discussion under chairmanship of Russell M. Cooper, Dean, University of Minnesota, describing values of cooperative research, problems suitable for such research, and difficulties to be overcome. Followed by reports of 9 panel discussions held under auspices of North Central Commission on Research and Service, March 25, 1953 (p. 383–420).

975. Hughes, James Monroe. *Human Relations in Educational Organization: A Basic Text in Personnel Administration.* New York: Harper & Bros., 1957. xi,425 p. (*Author:* Dean, School of Education, Northwestern University, Illinois.)

"This book is written to give basic understandings and guidance to those who desire to improve human relations in educational organizations. Since the problem of human relations is of vital concern to the entire group associated with any educational organization, the book is written for all these persons. . . . It is believed that the understandings developed are fundamental to a comprehension of educational organization in its human relations aspects."—Foreword. Contains nine chapters and bibliography, 118 titles, most of them briefly annotated. Reviews by W. J. Jerde, *Clear. House*, 32: 117–118, Oct. 1957; by D. R. Pugmire, *Educ. Forum*, 22: 371–373, March 1958; and by H. L. Hagman, *Nation's Schools*, 59: 124+, June 1957.

976. Jenkins, Iredell. Segregation and the Professor. *Yale Review*, 46: 311–320, Winter 1957. Reprinted in *AAUP Bull.*, 43: 10–18, Spring 1957. (*Author:* Professor of Philosophy, University of Alabama.)

A very thoughtful and dispassionate analysis of three alternatives facing the professor in a Southern publicly supported institution of higher education who believes in integration of the races in higher education—resignation, ignoring the problem, or efforts at positive influence. Considers effect of each possible course on the professor, on the institution, and on the supporting public. "While it is quite easy to say what is right under hypothetical conditions, it is extremely difficult to decide what is best under actual circumstances." For discussion by Howard L. Parsons, Coe College, Iowa, see *Jour. Negro Educ.*, 27: 439–450, Fall 1958.

977. Johnson, M. Clemens *and* Ramsey, Leah W. *Faculty in Institutions of Higher Education, November 1955.* Washington: Government Printing Office, May 1957. (Office of Education Circular, No. 504.) 40 p. (*Authors:* With U.S. Office of Education.)

In 11 tables gives various summaries for 301,582 persons on the faculties of institutions of higher education in the country—an increases of 12.5 percent over number reported in November 1953.

978. Keezer, Dexter Merriam. The Human Element in College and University Administration. *Coll. & Univ.*, 25: 213–232, Jan. 1950. (*Author:* Director, Department of Economics, McGraw-Hill Pub. Co., New York; formerly President, Reed College, Oregon.)

Regarding plays: "I recall that at one time last winter, two, and I am not sure it was three plays, running in New York, were devoted to demonstrating the proposition that college administrators constitute an extremely low form of human life." Regarding novels: "I suspect that the novel throws more light on the human element in college and university administration than the available range of scholarly literature." Includes list of 22 novels about college life, in many cases about faculty members and presidents and their problems, published between 1940 and 1948, with brief characterizations of each of them.

979. Lindquist, Clarence B. Recent Practices Relating to Faculty in Institutions of Higher Education: Preliminary Report. *Higher Educ.*, 15: 41–47, Nov. 1958. (*Author:* With U.S. Office of Education.)

"This survey indicates the various means being used by colleges and universities to maintain qualified faculties at a time of mounting enrollments." Based on questionnaire responses from 1,557 institutions who were asked to check 12 personnel and 9 instructional practices used. Results are reported separately for various groups of institutions and comparisons made with conditions in 1954–57, and 1957–58.

980. Maul, Ray C. Instructional Staff Practices and Policies in Degree-Granting Institutions, 1953–54. *NEA Res. Bull.*, 32: 1959–214, Dec. 1954. Summarized in *NEA Jour.*, 43: 567–568, Dec. 1954: and in *Jour. Higher Educ.*, 26: 69–74, 111, Feb. 1955. (*Author:* Assistant Director, Research Division, National Education Association.)

Based on questionnaire responses from 623 institutions. Results are presented in text and 29 summary tables, while in appendix data are presented in greater detail in 15 extended tables. In most cases data are given in terms of nine groups of institutions: State universities (47 institutions), nonpublic universities (60), municipal universities (9), Land-Grant colleges (41), State colleges (86), teachers colleges (84), and nonpublic colleges, according to size, as small (146), medium (116), and large (56). Data are presented on following topics: (1) preparation and experience requirements for appointment, (2) promotion of instructional staff, (3) attention to staff members' health, (4) encouragement to further study, including leaves of absence, and (5) retirement.

981. Miller, W. Starr. Self-Study Develops College Faculty as Well as College Program. *Educ. Adm. & Sup.*, 44: 75–78, March 1958. (*Author:* Dean, Tift College, Georgia.)

"The Tift College faculty has completed a year-long study devoted to determining improvements that might be made in the existing program and facilities. . . . Every faculty member was appointed to some one of the committees to conduct the survey and study of each area." Gives full report of methods and results.

982. Mills, Nelson. *Factors Affecting the Application of Ethical Principles by Graduates of the State Teachers Colleges of Pennsylvania.* Pittsburgh, Pa.: University of Pittsburgh, 1954. 247 p. Abstract in *Diss. Abstracts*, 14: 799–800, May 1954.

Unpublished doctoral dissertation (Ed. D.). "Codes of ethics for 54 state and national associations for teachers were analyzed to obtain their guiding principles. From this analysis 52 principles were derived which became basic statements in a questionnaire sent to 75 graduates of each of the State teachers colleges for the year 1949. . . . A total of 197 men and 153 women returned 350 usable questionnaires. . . . The study shows that teachers who are graduated from teachers colleges in Pennsylvania are becoming increasingly ethics-conscious."

983. Mitchell, James B. *The Workshop as In-Service Education Procedure.* Bloomington: Indiana University, 1954. Abstract in the Indiana University School of Education, *Studies in Education* 1954 (Thesis Abstract Series, No. 6, 1955), p. 139–145.

Unpublished doctoral dissertation. Based in large part on questionnaire returns from 833 participants and leaders, chiefly from North Central Association area, who participated in workshops held in summers from 1949 to 1952. Of the participants, one-third were college teachers or administrators. Suggests 12 ways to improve such workshops. Conclusion: "In the hands of careful people, workshops can continue to challenge, to inspire, and to stimulate the professional growth of active teachers."

984. Poore, William. *Personnel Practices in College and University (Faculty and Staff).* Champaign, Ill.: College and University Personnel Association, 1958. 171 p. (*Author:* Staff member, Alabama Polytechnic Institute.)

In 2 parts. Part I, Non-Academic Staff Personnel Practices, based on questionnaire responses from 143 institutions. Part II, Faculty Personnel Policies, based on questionnaire responses from 124 institutions. Institutions were for most part members of the Association but several others were included. Names of all institutions given. Part I: Covers General Information, Employment and Salary Administration, Education, Employee Benefits, Recruiting and Testing, Promotions and Separations, Working Conditions, and Miscellaneous Personnel Practices. Part II: Covers General Information, Employment and Salary Administration, Education, and Employee Benefits. For many topics, analyses are given by geographic location, size, and type of institution. References to earlier but less extensive similar studies of 1949, 1952, and 1954.

985. Porter, C. Scott. Basic Problems of Faculty Personnel Policies. In American Conference of Academic Deans, *Proceedings*, 1951, p. 6–22. (*Author:* Dean, Amherst College, Massachusetts.)

Discusses, often contrasting methods and policies in large and small institutions, selection and appointment of new faculty members, promotions in rank, salary practices and policies, dismissals, tenure, retirement, leaves of absence, and administrative duties.

986. Rees, Janet Catherine. *Staff Relationships Affected by Practices in Social Science Departmental Administra-*

tive Organization. New York: New York University, 1954. 133 p. Abstract in *Diss. Abstracts,* 14: 1589–1590, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on interviews with 108 faculty members of departments of social sciences in 20 colleges accredited by North Central Association. Lists highest ranking favorable practices and also practices which cause most dissatisfaction in the existing administrative organizations.

987. ROBINSON, PREZELL RUSSELL. *An Analysis of Faculty Personnel Policies in Selected Colleges of South Carolina.* Ithaca, N.Y.: Cornell University, 1956. 248 p. Abstract in *Diss. Abstracts,* 17: 550–551, March 1957.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 14 institutions in the State. Covers five areas: (1) faculty selection and appointment; (2) tenure, rank, and promotion; (3) leaves, turnover, and salary; (4) insurance and retirement benefits; and (5) conditions of work and welfare services.

988. SMITH, JOHN HENRY MACKEY. *Practices in the Organization of Staffs of Instruction at Civilian Institutions of Higher Education.* Lawrence: University of Kansas, 1950. 523 p. Abstract in *Diss. Abstracts,* 13: 503–504, No. 4, 1953.

Unpublished doctoral dissertation (Ed. D.). Studies development and relative effectiveness of departmental and divisional plans of faculty organization, historically and philosophically, especially in 19 selected institutions.

989. SMITH, THOMAS VERNOR. Philosophy Leavened by Poetry: Domain of Graduate Study. *Grad. Jour.,* 2: 20–33, Spring 1959. (*Author:* Professor of Philosophy Emeritus, Syracuse University, New York.)

Address at inauguration of Edward H. Litchfield as Chancellor of University of Pittsburgh, May 9–11, 1957. Presents and discusses, with illustrations from several poets, "four maxims which may further help in getting the most promising personnel—and to help us upgrade or downgrade the faculties we already have. (1) Stay Out of the Way of Your Subconscious: to Get, Forget. . . . (2) Trust Imagination, the Mother of All. . . . (3) Leeway of Judgment: Aristotle's Wisdom. . . . (4) Go It Alone."

990. SPELLMAN, C. L. Some Top Level Academic Personnel Problems in Negro Colleges. *Assoc. Amer. Coll. Bull.,* 36: 273–279, May 1950. (*Author:* Dean, Florida A. & M. College.)

States five factors "now operating which dam up the channels through which the colleges formerly obtained much desirable personnel," including change in missionary emphasis, increasing opportunities for Negro scholars in other fields, employment of Negro professors in White universities, and development of regional education plans. Discusses competition for available scholars, especially salary factor. Conclusion: "Whatever the solution, it must be found and found quickly, to prevent irreparable damage to more of the colleges which are staffed and administered entirely by Negroes."

991. SPRAGUE, HALL T. *Institutional Research in the West: Report of a Survey of Institutional Self-Studies at Western Colleges and Universities.* Boulder, Colo.: Western Interstate Commission for Higher Education, 1959. 78 p. (*Author:* Staff Member of the Commission.)

Based on returns from 127 institutions which reported more than 600 such studies, classified under 10 headings: Faculty, Students, Enrollment, Admissions Policy, Curriculum, Finance, Plant, Administration and Organization, Relations With Outside Agencies, and Teaching Methods.

992. STODDARD, GEORGE D. *The New York University Self-Study: Final Report.* New York: New York University Press, 1956. xvi,286 p. + 419 p. (appendix) + 16 p. (index). (*Author:* Dean, School of Education, New York University.)

A comprehensive study of the colleges and various professional schools of the University including libraries, student activities, faculty, alumni, and building needs. Appendix gives reports and abstracts of conferences and other basic data.

993. SUTTLES, WILLIAM MAURELLE. *A Study of Certain Personnel Practices and Policies Pertaining to the Professional Staff Members in Selected Four-Year Private Colleges and Universities in Georgia.* Auburn: Alabama Polytechnic Institute, 1958. 236 p. Abstract in *Diss. Abstracts,* 19: 1634–1635, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on interviews, using an 152-item guide, with administrators, staff members, and students in 11 private institutions. Studies selection and appointment practices, evaluation and promotion; tenure, retirement, and leaves of absence; salaries; and inservice growth.

994. Tead, Ordway. The Role of the College Teacher in Our Culture. *AAUP Bull.*, 37: 17–30, Spring 1951. (*Author:* Chairman, Board of Higher Education, New York City.)

"I propose, in the interests of a balanced presentation, to speak first of the impact of the culture on the teacher; second, of the characteristic role of the teacher as typically and ideally viewed; third, of what may be the intellectual and spiritual needs of our culture; and, finally, as to conceivable ways of strengthening the relation of the teacher in a more dynamic way to the needs of the evolving culture."

995. ——— Faculty Freedom: Administratively Viewed. *North. Cent. Assoc. Quart.*, 30: 186–192, Oct. 1955. Also as "Professors, Students, and Administrators: Partners in Freedom," in *Improv. Coll. & Univ. Teach.*, 4: 33–37, Spring, 1956. (*Author:* Member, Board of Higher Education, New York City.)

"I shall try to answer four questions: (1) What is the problem of faculty freedom in higher education—especially as this is viewed in the public interest of assuring the best possible education? (2) What is the relation of the students to the integrity of this faculty freedom? (3) What is a sound administrative view of faculty freedom? Is it, in any way, different from the faculty's own view? and in conclusion (4) What can be done to assure, strengthen, and give full support to the freedom I am urging?" Conclusion: "The truth is that faculty and administrators are free to be colleagues, dedicated to adding quality to our quantitative challenge in the years ahead."

996. Ten Hoor, Marten. Man-Power Problems of Southern Education. *Assoc. Amer. Coll. Bull.*, 40: 264–281, May 1954. (*Author:* Dean, University of Alabama.)

Limited to problems of State universities. Discusses drainage of graduate students to northern universities, recruitment of faculty, leaves of absence for national service, and absorption of faculty personnel for contract research.

997. Trabue, Marion Rex. College Teachers at Work. *Review Educ. Research*, 22: 233–237, June 1952. (*Author:* Dean, School of Education, Pennsylvania State College.)

Review of recent studies in the fields of appointment and promotion, work load and duties, economic status and salaries, academic freedom and tenure, and retirement and social security. Bibliography, 29 titles.

998. Van Note, William G. The College Faculty Crisis: What the Colleges Can Do. *Jour. Eng. Educ.*, 47: 139–146, Oct. 1956. Same in *Sch. & Soc.*, 85: 4–7, Jan. 5, 1957. Same, condensed, in *Coll. & Univ. Bus.*, 21: 21, Sept. 1956. (*Author:* President, Clarkson College of Technology, New York.)

"The many suggestions I have read and heard plus my own thoughts as to what can be done, divide into two categories: those in which (without outside aid) we help ourselves, and those in which we accept assistance." Discusses various examples of each type, including, in first type, increases in salary, increases in prestige, student-faculty ratio, class size, closed-circuit television, and recognition of merit rather than seniority in promotions; and, in second type, raiding of the faculties by industry, financial contributions by industry, summer employment of professors, and loan of industrialists to college faculties. "During the next ten years we will see vast changes in teaching techniques, in operating management methods, in classroom design, and in college financing."

999. Williams, George Guion. *Some of My Best Friends Are Professors: A Critical Commentary on Higher Education.* New York: Abelard-Schumann, 1958. 250 p. Extract, "A Professor Whose Heart Is Right," in *Improv. Coll. & Univ. Teach.*, 7: 37–38, Spring 1959.

Contains 11 chapters. I. Why You Must Read This Book. II. The Failure of the Universities. III. The Natural History of the Professor. IV. What the Universities Fail to Do. V. How Badly Can We Teach? VI. Many Inventions. VII. How to Get Into College. VIII. Facing the Music. IX. Some University People. X. Schizophrenia Among the Departments. XI. Self-Cure for the University. Conclusion: "Perhaps right here is the sum and substance of what makes a good teacher. It is a constant overpowering awareness during every moment that he gives to teaching that he is dealing with human beings, and that they automatically deserve his help, his respect, and his affection." Reviews by W. R. Bowden, *AAUP Bull.*, 45: 287–289, June 1959. W. P. Sears, Jr., *Educ.*, 79: 366, Feb. 1959; by J. K. Munford, *Improv. Coll. & Univ. Teach.*, 7: 32, Winter 1959; and by C. Baker, *Jour. Higher Educ.*, 30: 114–115, Feb. 1959.

1000. Woodburne, Lloyd Stuart. *An Appraisal of the Faculty Organization Program Governing the Colleges of the City of New York.* New York: Board of Higher Education, 1950. 76 p. (*Au-*

thor: Associate Dean, University of Michigan.)

Report of a study of the organization of City College, Hunter College, Brooklyn College, and Queens College, made at request of New York Board of Higher Education and financed by grant from Carnegie Corporation of New York. Sections devoted to general conditions, appointments, promotions, salaries, tenure, conditions of work, departmental organization, college organization, faculty council, and budgetary control. Makes 21 recommendations for improvement.

1001. ——— *Faculty Personnel Policies in Higher Education.* New York: Harper & Bros., 1950. xii,201 p. (*Author:* See No. 1000.)

Based on personal visits during 6 months in 1947–48 to 46 colleges and universities and personal conferences with four to seven individuals in each institution. Results presented in 10 chapters, as follows: I. Appointments. II. Promotion in Rank. III. Salary Practices and Policies. IV. Opportunities in Teaching and Research. V. Terms of Appointment and Separation From the Staff. VI. Tenure and Retirement. VII. Leaves of Absence and Conditions of Work. VIII. Staff Planning. IX. Organization for Staff Problems. X. Essential Conditions for Development and Maintenance of an Able Faculty. Reviews by E. C. Kirkland, *Coll. & Univ.,* 26: 125–126, Oct. 1950; by S. A. Nock, *Coll. & Univ.,* 27: 131, Oct. 1951; by R. W. Harrison, *Jour. Higher Educ.,* 21: 444, Nov. 1950, and by S. E. Harris, *Sat. Review Lit.,* 33: 37–38, Sept. 9, 1950.

See also Nos. 2, 8, 10, 27, 55, 58, 128, 142, 171, 181, 186, 187, 195, 205, 207, 214, 217, 218, 219, 223, 224, 225, 228, 232, 242, 248, 250, 251, 252, 257, 258, 259, 264, 266, 267, 268, 272, 273, 275, 276, 278, 280, 281, 288, 289, 293, 295, 299, 300, 317, 328, 335, 342, 376, 410, 427, 433, 436, 437, 445, 455, 466, 592, 605, 679, 682, 705, 732, 756, 765, 779, 783, 791, 798, 803, 824, 831, 836, 856, 891, 902, 1138, 1584, 1588, 1590, 1593, 1594, 1596, 1730, 1832, 1929, 2007, 2032, 2034, 2050, 2315, 2328, 2360, 2368, 2437, 2438, 2626, 2638, 2674.

2. FACULTY PARTICIPATION IN ADMINISTRATION

1002. Anonymous. How the World Was Not Created. *AAUP Bull.,* 39: 254–258, Summer 1953. (*Author:* "An Associate Professor of History.")

A satire on faculty meetings and methods of conducting them.

1003. Ashmore, Henry J. The Committee in Administration. *Jun. Coll. Jour.,* 29: 40–42, Sept. 1958. (*Author:* President, Pensacola Junior College, Florida.)

"There are few techniques or devices as helpful to an administrator as a good functioning committee." States seven principles developed at Pensacola Junior College to guide in the appointment and effective work of various types of committees.

1004. Bendig, A. W. *and* Hountras, P. T. Anxiety, Authoritarianism, and Student Attitude Toward Departmental Control of College Instruction. *Jour. Educ. Psych.,* 50: 1–7, Feb. 1959. (*Authors:* Faculty members, University of Pittsburgh, Pennsylvania.)

Based on administration of 20-item attitude scale to 219 students enrolled in classes in Educational Psychology at University of Pittsburgh. Bibliography, 14 titles.

1005. Benezet, Louis T. How Many Cooks? Faculty Roles in the Administration of Teaching. *Assoc. Amer. Coll. Bull.,* 41: 534–546, Dec. 1955. (*Author:* President, Allegheny College, Pennsylvania; President-elect, Colorado College.)

"How do we run a college so that it can do its best work as efficiently as possible and also be democratic? . . . What part should each member of the college—administrator, professor, student—play in the ordering of the community so that each can produce at peak efficiency? Answers both in theory and practice range broadly. . . . The underlying argument of this discussion will be that democracy is essential in college because the operation of teaching is not susceptible to command."

1006. Benson, George C. S. The Role of Faculty in the Development of Higher Education. In Western College Association, *Proceedings,* Spring 1956, p. 27–34. (*Author:* President, Claremont Men's College, California.)

"This is a subject to explore with fear and trembling. . . . I know of no place in which good administrative practice is less clearly defined than the role of our faculties in their colleges and universities." Discusses the appropriate place of the faculty in curriculum development, standards of scholarship, faculty selection, faculty tenure, buildings and grounds, student personnel, financial development, and participation in board of trustees. "We need much more thinking than we have as yet done on these joint organizational problems."

1007. Carey, James C. University or Corporation. *Jour. Higher Educ.*, 27: 440–444, 466, Nov. 1956. (*Author:* Professor of History, Kansas State College.)

Points out some of the dangers to faculty and others as the university tends to imitate organization, conceptions, and practices of "big business."

1008. Cattell, James McKeen. *University Control.* New York: Science Press, 1913. viii,484 p. (*Author:* Professor of Psychology, Columbia University.)

A vigorous presentation of the case for more democratic administration and control of universities. "The substance of the essay on University Control and the collection of letters from university professors were prepared for the faculties of the University of Illinois for discussion by their committees charged with drawing up a constitution for the University. . . . The articles on university control from the third part of the volume are reprinted. . . . The unsigned letters from university and college professors exhibit the actual diversity of opinion which exists; all the articles advocate reforms in somewhat the same direction. Consideration was given to the inclusion of articles lauding or defending the autocratic system of administration which has developed in our universities. No such article, however, appears to have been written by a professor, though a number of articles and two books of that kind have been published by university presidents."—Preface.

1009. Cavanaugh, James. Academic Administration: Its Place in the Sun. *AAUP Bull.*, 43: 630–634, Dec. 1957. (*Author:* Instructor in General Business, Michigan State University.)

States and briefly discusses 10 propositions (five positive, five negative) regarding academic administration. First one: "Academic administration is *not* designed to combine the ivory tower and the asphalt jungle."

1010. Clark, Edward F. The Role of the Faculty in Academic Policy Formation. *Nat. Cath. Educ. Assoc. Bull.*, 54: 155–156, Aug. 1957. (*Author:* Academic Vice President, Fordham University, New York.)

"To my mind, faculty members should have a role, an important consultative and/or deliberative role, in discussions and decisions that concern academic policy. . . . I am convinced of my position basically from the consideration that such faculty participation is generally required for sounder planning, more effective cooperation, more intelligent management, and more candid communication."

1011. Cross, George Lynn. Democracy in the Administration of Higher Education. *Coll. & Univ.*, 28: 472–486, July 1953. (*Author:* President, University of Oklahoma.)

Based chiefly on experience at University of Oklahoma. Conclusion: "These ideas involve acceptance of responsibility, faith in one's fellow beings, and the belief that if one does his best each day, somehow with God's help things will turn out all right. If they can find acceptance in the minds of faculty and administrative personnel, democratic administration can become a pleasant reality in any institution of higher learning."

1012. Cullimore, Allan R. Radical System of College Administration. *Coll. & Univ. Bus.*, 9: 25–26, July 1950. (*Author:* President Emeritus, Newark College of Engineering, New Jersey.)

Describes the plan used at Newark College of Engineering by means of which both large and small departments are kept in contact with the central administrative group.

1013. Euwema, Ben. The Organization of the Department. *Educ. Record*, 34: 38–43, Jan. 1953. (*Author:* Dean, School of Liberal Arts, Pennsylvania State College.)

Discusses four questions of departmental organization: What are some of the functions of the department? What is the optimum size of the department? How can a department best be organized? What are the limits of its authority?

1014. Gildersleeve, Virginia C. The Abuse of Democracy. *Sat. Review*, 39: 15–16, 36–40, Nov. 24, 1956. (*Author:* Dean, Barnard College, New York.)

Says that democracy is essential in the operation of government but can be perilous when applied to education or scholarship. Expresses doubt of virtue of faculty vote or student vote on many problems of college organization and administration.

1015. Gorvine, Elizabeth Sturtevant. ***A Study of Decision Making in Certain Administrative Functions of Selected***

Home Economics Programs of Universities and Colleges. New York: New York University, 1954. 604 p. Abstract in *Diss. Abstracts*, 14: 2332–2333, Dec. 1954.

Unpublished doctoral dissertation (Ed. D.). "The problem of this study was to determine how the faculties of selected home economics units in universities and colleges felt decision making was and should be handled in 20 common administrative functions. . . . Little has been done in the area of education to study how decision making in administrative functions should be handled or how faculties felt about their participation and role in such a process." Based in part on questionnaire responses from 640 faculty members in home economics in 110 institutions, and on personal visits to 12 of the institutions.

1016. **Hilliard, Curtis M.** The Simmons College Plan of Faculty Organization. *AAUP Bull.*, 36: 330–340, Summer 1950. (*Author:* Professor of Biology, Simmons College, Massachusetts.)

"The general principles upon which the Simmons plan was based may hold something of interest and value for others considering the same problem." Discusses the four major areas which may be considered the appropriate functions of faculty committees and the plan adopted to meet them most effectively. "The Simmons plan . . . has been adopted unanimously and put into operation with the confidence that it provides a framework within which the faculty can proceed toward increasingly effective and democratic participation in the work of the College."

1017. **Himstead, Ralph E.** The Role of Faculties of Colleges and Universities in the Determination of Institutional Policies. *AAUP Bull.*, 38: 637–644, Winter 1952. (*Author:* Executive Secretary, American Association of University Professors.)

Copy of a letter to local chapters of the Association. Explains significance of a new study being undertaken for the Association under chairmanship of Professor Paul W. Ward, Syracuse University, who will give full-time to the study for a semester. Reproduces questionnaire of 44 items regarding practices and policies in each institution. For reports by Professor Ward, see Nos. 1034 and 1035.

1018. **Hodges, Henry Green.** Management of Universities. *So. Econ. Jour.*, 19: 79–89, July 1952. (*Author:* Professor of Management, University of Florida.)

Summary of information secured for doctoral dissertation at University of Florida by Mary Elizabeth Schlayer. Based chiefly on questionnaire responses from 85 university presidents. Covers especially types of organization and management activities. "Mature consideration leads to the conclusion that some of the aplications of the elusive principle of democracy require further consideration."

1019. **Joseph, *Sister* Emily.** What Is a Faculty Meeting? *Cath. Educ. Review*, 57: 38–43, Jan. 1959. (*Author:* Faculty member, College of St. Rose, New York.)

Discusses interdependence of administration and staff and purposes served by faculty meetings. "To summarize, then, it appears that the function of a faculty meeting is to provide a common meeting ground where administration and faculty will pool their energy and ideas for advancing the objectives of the institution."

1020. **Joyal, Arnold E.** *Faculty Participation in College Policy Formulation and Administration.* (AACTE Study Series No. 3.) Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956. 40 p. (*Author:* President, Fresno State College, California.)

Based in large part on questionnaire responses from 225 institutions, members of the Association. Specific examples given of practices in several institutions. Bibliography, 17 titles.

1021. **Kennedy, Leo R.** The Role of the Faculty in Academic Policy Formation. *Nat. Cath. Educ. Assoc. Bull.*, 54: 157–160, Aug. 1957. (*Author:* Professor of Education and Psychology, Creighton University, Nebraska.)

"In conclusion, I have presented the thesis that the college classroom teacher should by both definition and practice be provided with the opportunity to participate formally and in a *personal* and *representative* manner in all policy making and policy evaluation activities of the college."

1022. **Kingsbury, Laura M.** Democracy Within Teaching Departments of Some Leading American Universities. *Educ. Forum*, 17: 305–311, March 1953. (*Author:* Assistant Professor of Eco-

nomics Emeritus, Champlain College, New York.)

Tabulates and discusses replies to a questionnaire by 17 institutions, all members of Association of American Universities, regarding intradepartmental organization and policies.

1023. LIPPINCOTT, BENJAMIN E. *and* MCLAUGHLIN, CHARLES H. Personnel Administration in a Department of Political Science. *AAUP Bull.*, 44: 641–647, Sept. 1958. (*Authors: Professors* of Political Science, University of Minnesota.)

"The Department of Political Science at the University of Minnesota, which has enjoyed a long period of democratic development of its personnel practices under the leadership of a series of vigorous chairmen, concluded that it would be useful to codify these practices as a standard for future action." Text of statement given, covering appointment of personnel, promotion, duties of staff, officers of the department, and leaves of absence.

1024. MCKENNA, DAVID LOREN. *A Study of Power and Inter-Personal Relationships in the Administration of Higher Education.* Ann Arbor: University of Michigan, 1958. 22[illegible] p. Abstract in *Diss. Abstracts*, 19: 1275, Dec. 1958.

Unpublished doctoral dissertation (Ph. D.). Power is defined as the "potential ability of the chairman to influence the behavior of the professors within the area of the chairman's administrative functions." Based on questionnaire survey among 47 departmental chairmen or heads and 115 departmental professors in four institutions of higher education.

1025. MARSHALL, MAX S. Let's Appoint a Committee. *Assoc. Amer. Coll. Bull.*, 37: 361–370, Oct. 1951. Reprinted from *Jour. Med. Educ.*, March 1951. (*Author:* Professor of Microbiology, University of California.)

"Campuses are good places to study the committee system. Campuses have more committees per square foot in their sprawling acres than they have classrooms." States and discusses three rules for successful committees. Conclusion: "To save democracy by revision of the committee system may seem a bit ambitious but there can be no doubt that we can improve on the committee system."

1026. MARTIN, CLYDE V. The Administrator's Baedeker. *AAUP Bull.*, 42: 488–489, Autumn 1956. (*Author:* Assistant Professor of Education, Long Beach State College, California.)

Gives 10 suggestions to administrators for "an appropriate extricating mechanism." Examples: "To those who would goad you into *precipitate* action, point out that we must not move too rapidly. . . . If all other avenues have been tried and found wanting, appoint a committee!"

1027. MENKE, ROBERT F. Seven Standards for Improved Faculty Participation. *Coll. & Univ. Bus.*, 12: 47–48, April 1952. (*Author:* Associate Professor of Education, Arizona State College, Tempe.)

"These seven standards have been offered as methods for improving faculty participation in institutions of higher education which in turn will promote institutional excellence. Higher institutions today need, more than ever before, the boundless wealth of knowledge that has yet to be explored in their faculties."

1028. MUNFORD, JAMES KENNETH. *Committees in Higher Education: A Study of the Evolution and Function of Faculty Administrative Committees in Thirty-Eight American Colleges and Universities.* Stanford, Calif.: Stanford University, 1949. Abstract in the Stanford University, *Abstracts of Dissertations* . . . vol. 24, 1948–49, p. 472. Summaries in *Coll. & Univ.*, 25: 424–431, April 1950; and 26: 79–84, Oct. 1951.

Unpublished doctoral dissertation (Ed. D.). Chiefly a historical study, endeavoring to answer five questions: Are faculty committees necessary? Whom do faculty committees represent? To what influence do faculty committees owe their origin? What are the functions of faculty committees? Can the work of faculty committees be improved? In answering the fifth question, states seven methods by which a committee "can improve its methods of doing business and the quality of its work." Proposes a fivefold classification of faculty committees and outlines methods to make their work more effective.

1029. SPELLMAN, C. L. Democratic College Administration in Action. *Assoc. Amer. Coll. Bull.*, 37: 349–353, Oct. 1951. (*Author:* Vice President, Bishop College, Texas.)

"A college which operates fully according to the democratic principle as Bishop College does, is a rarity. To make an operation of this kind successful, there is required a staff significantly different from the staff found in the average college. . . . The plan at Bishop College gives the teachers an opportunity to practice democracy, and it gives the students a chance to see democracy in action."

1030. Stone, Donald Crawford. Perspectives of a President on the Rights, Responsibilities, and Relationships of a College Faculty. *Educ. Record*, 37: 285–291, Oct. 1956. (*Author:* President, Springfield College, Massachusetts.)

Discusses three aspects of faculty responsibility: "(1) A belief that the prerogatives of faculties must be rigidly protected against encroachments by the college administration and trustees; (2) an assumption that the delegation of final authority for decisions on general administrative matters to faculty organs is democratic; and (3) a notion that every faculty member should share in all decisions, or should have representation in the making of such decisions."

1031. Tough, Rosalind. The Dynamics of Democracy in the New York City Municipal Colleges. *AAUP Bull.*, 37: 325–336, Summer 1951. (*Author:* Chairman of the Committee.)

Report of a committee representing chapters of the AAUP in City College, Hunter College, Brooklyn College, and Queens College. After full analysis, concludes that "of the three basic assumptions (representation by department, representation by rank, and election of department chairmen), changed conditions in the municipal colleges have raised serious doubts as to the efficiency of the first two. Retention of the third, however, has received continual faculty support."

1032. Tracey, William Raymond. *A Study of the Use of Faculty Committees in the Administration of Colleges for the Education of Teachers.* Boston: Boston University, 1955. 479 p. Abstract in *Diss. Abstracts*, 15: 2458–2459, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 143 colleges and questionnaire responses from their presidents and from certain committee chairmen, faculty members of committees, and student members of faculty committees. "Data were collected regarding the status of committee organization, the duties and responsibilities of faculty committees, the procedures used in faculty functioning, the effectiveness of the committees, the problems and outcomes of committee work, and the means of effecting improvement in committee organizing and functioning."

1033. Trippet, Byron K. The Role of the Faculty in College Administration. *AAUP Bull.*, 43: 484–491, Sept. 1957. (*Author:* President, Wabash College, Indiana).

"The line between administration and faculty at Wabash is a thin and wobbly line. . . . While we have lamentable examples of presidents and boards of trustees who regard the professor as a hired hand . . . we have even more examples of faculty attitudes toward administrative officers and trustees which are just as lamentable and no more easily justified." For corrections of certain factual data used, see W. C. Eells, *AAUP Bull.*, 43: 652–653, Dec. 1957.

1034. Ward, Paul W. The Place and Function of Faculties in College and University Government: Report of Progress on Current Study. *AAUP Bull.*, 39: 300–318, Summer 1953. (*Author:* Chairman, Department of Philosophy, Syracuse University, New York.)

Based in large part on returns of questionnaires from 155 of the association's 460 chapters. Reviews studies and reports of the committee in 1920 and later years. Makes numerous comparisons with results shown by earlier studies. Bibliography, 11 titles. See also No. 1017.

1035. ——— The Place and Function of Faculties in College and University Government: Final Report on the 1953 Study. *AAUP Bull.*, 41: 62–81, Spring 1955. (*Author:* See No. 1034.)

For earlier phase of the study, of which this is the completion, see No. 1034. A detailed statistical report and analysis in both tabular and graphic form for 228 institutions in May 1953 with comparisons with changes since 1939. Final 1953 statistical summary for 326 reporting institutions. Fourteen appendixes of graphs and text summarize a variety of significant information on practices and policies. "As a result of the cooperation of the various Chapters, a veritable mine of information is in our files; the statistics presented in Committee reports trace merely the outlines of these materials and indicate some of the directions of movement they imply. The question may be asked, indeed it should be asked, as to what the practical results of these studies may be? What, if anything, can be done about it? In answer to this question the Committee has several suggestions and recommendations to make." Four specific recommendations made.

1036. Wilson, Willard. The Small Horizontal University. *Coll. & Univ.*

Bus., 21: 19–23, Dec. 1956. (*Author:* Vice President and Dean of Faculties, University of Hawaii.)

Describes, with illustrative diagram, administrative and instructional organization at University of Hawaii. States factors for and against it. "It obviously functions best in a comparatively small university—we would guess, 4,000 to 8,000 students. It would seem doubtful that the centralized loads could be carried adequately with a faculty running more than 600 or 700."

See also Nos. 325, 547, 729, 736, 740, 742, 763, 764, 801, 804, 805, 809, 812, 818, 824, 829, 831, 836, 953, 956, 958, 1000, 1388, 2368.

3. RECRUITMENT AND APPOINTMENT

1037. Alderman, William E. On Teachers and Teaching. *Coll. & Univ.*, 29: 285–293, Jan. 1954. (*Author:* Dean, College of Arts and Sciences, Miami University, Ohio.)

Discusses in detail one section of a university report, *Looking Ahead at Miami*, by an Educational Policy and Planning Committee, dealing with identification and recruitment of college teachers. Quotes opinions of various individuals on some of the problems involved.

1038. Anderson, Earl W. How Can We Provide Effective Teachers for Greatly Increased College Enrollments? *Educ. Record*, 36: 304–309, Oct. 1955. (*Author:* Professor of Education, Ohio State University.)

Discusses five questions: "(1) How many students will obtain college education each year during the next 15 years? (2) How many teachers in what types of institutions and at what levels and areas of concentration will be needed? . . . (3) What kind of new teachers should we seek for our institutions of higher education? (4) How can we provide them? and (5) How can we retain them and help them to do effective teaching?"

1039. Anonymous. Chapter Ratings of University Administrations. *AAUP Bull.*, 44: 636–640, Sept. 1958.

"Would it be possible for the members of each Chapter [of the AAUP], acting anonymously as individuals, to rate their institution on those points which are of interest to prospective teachers?" Points out value of such information to prospective applicants for positions on the faculty.

1040. ——— Stop, Look, and Listen. *Clear. House*, 31: 415–417, March 1957.

Reports unsatisfactory and unprofessional practices when applying for a position in an unnamed small college. States seven warnings to possible candidates to prevent similar disappointments and disillusionment.

1041. Benezet, Louis T. Commission on Academic Freedom and Academic Tenure. *Assoc. Amer. Coll. Bull.*, 42: 116–117, March 1956. (*Author:* President, Colorado College.)

Announcement of plans to submit in 1957 "a list of recommended steps in the conduct of hearings by which individual persons and institutions may if they wish be guided." States that "in the coming tight market for faculty, recruitment practices and job-hopping will become increasingly matters for concern. We should not seek to curb faculty mobility or institutional initiative, but early annual shopping for teachers, resistance to late summer raiding, and general inter-institutional courtesy, as well as faculty respect for a contract, should claim greater attention from us all."

1042. ——— Professional Ethics and the Institution of Teaching. *Lib. Educ.*, 45: 17–20, March 1959. (*Author:* See No. 1041.)

"With all the statements on ethics so far made, whether central or tangential to the subject, faculty-administrative relations over the country as a whole are not nearly so far above the traditional labor-management attitudes as in our loftier moments we like to claim. . . . The real issue is that the academic community needs to get its house in order on the general subject of faculty-administrative relations." Discusses various steps that should be taken.

1043. Berry, Jane. Have You Considered College Teaching? *Jour. Nat. Assoc. Women's Deans & Couns.*, 21: 86–87, Jan. 1958. (*Author:* Faculty member, University of Kansas City, Missouri.)

Quotes from personal interviews with five of her students who were asked "Have you considered college teaching?"

1044. Bloom, Murray T. Putting Mr. Chips Back to Work. *Nat. Par.-Teach.*, 49: 4–7, April 1955.

"Fresh hope is stirring in college professors who are near or past retirement age."

A report on "an experiment started by the John Hay Whitney Foundation of New York in 1952. Recently I visited some of the retired professors who have sought out new challenges to their teaching abilities." A vivid report of interviews with professors and their students at Bethany College, Colby College, Washington College, Morehouse College, and Centre College and a general discussion of the problems involved. "These are promising straws in the wind for the 2,500 college teachers who retire every year and the six or seven thousand retired college teachers who are now believed to be interested in continuing their classroom work."

1045. Bullough, Vern L. A Preliminary Study of the Utilization of Part-Time Teachers. *Assoc. Amer. Coll. Bull.*, 44: 611–623, Dec. 1958. (*Author:* Assistant Professor of History, Youngstown University, Ohio.)

An analysis of replies received from 110 part-time teachers in an unnamed college "in one of the larger Northern cities" with more than 30 years experience in use of part-time teachers. Reports on their qualifications, status, and working conditions. Expects much greater use of part-time teachers in many insituations in the future to meet threatening shortages.

1046. Bunting, J. Whitney. One Way Street or Two? *Assoc. Amer. Coll. Bull.*, 43: 553–556, Dec. 1957. (*Author:* Consultant, General Electric Co., New York.)

Discusses the flow of college professors to industry for economic reasons, but presents also the other side of the picture, willingness of men in industry to consider college teaching positions. Of a group studied in General Electric Co. who left the employ of the company, over 32 percent of those holding doctor's degrees and over 20 percent of those holding master's degrees entered educational pursuits. "There is now ample evidence, in the operation of one company at least, that manpower flows in both directions."

1047. ——— Retired Industrial Personnel Can Aid Higher Education. 44: 351–355, May 1958. (*Author:* See No. 1046.)

Discusses use of men retired from business and industry as college professors on part-time or full-time basis. Reports that 83 percent of 2,700 top managers and professional personnel in a major corporation said they were definitely interested in such a future career, and 48 percent more said they would give serious consideration to an academic offer.

1048. ——— Educators Appraise Retired Industrial Personnel for Academic Life. *Educ. Record*, 39: 363–366, Oct. 1958. (*Author:* See No. 1046.)

Refers to his earlier study, No. 1046. Reports that almost 95 percent of the heads of 72 colleges and universities of various types and locations approve the idea of using retired industrial personnel on their faculties.

1049. Carman, Harry J. Recruiting and Maintaining an Able Faculty. In American Conference of Academic Deans, *Proceedings*, 1951. p. 35–49. (*Author:* Dean Emeritus, Columbia College, Columbia University.)

Stresses dangers in employing faculty members on basis of correspondence and recommendations only. States needed qualifications of good faculty members in liberal arts colleges. Quotes extensively from Ruth E. Eckert in "Institutional Conditions Favorable to Faculty Improvement."

1050. Carnegie Foundation for the Advancement of Teaching. The Education of College Teachers. In *53rd Annual Report*, 1957–58, p. 9–26. Also as separate reprint, 1958, 18 p.

"At the 52nd annual meeting of the Foundation, Nov. 20, 1957, the trustees engaged in an all-day discussion of The Education of College Teachers. The essay which follows constitutes a summary of the discussion." Considers demand and supply, obligation of graduate schools, recruitment, time required for Ph. D. degree, reforms in the Ph. D., new emphasis on the M.A., specific preparation for college teaching, and increasing the effectiveness of present college teachers. Closes with eight recommendations to graduate schools.

1051. Carter, Edward M. The Professional Placement Bureau. *Sch. & Soc.*, 87: 305–306, June 20, 1959. (*Author:* Manager, College and Specialist Bureau, Memphis, Tenn.)

Discusses the advantages and methods of 60 teachers agencies, members of the National Association of Teachers Agencies, which serve colleges. "Placement bureaus perform a two-fold service; to the administrator, by submitting candidates for positions in his institution; and to the teacher, by alerting him to opportunities for advancement."

1052. Cassidy, Rosalind. Is the Earth Really Pear-Shaped? *AAUW Jour.*, 52: 214–216, May 1959. (*Author:* Professor, University of California, Los Angeles.)

Discusses need for great increases in number of college teachers to meet the needs of modern scientific progress. "The intellectually able woman who has earned her baccalaureate degree and possibly her master's degree and who has her children well on their way in school and wants occupation outside the home should be encouraged to consider college teaching."

1053. Clapp, Margaret. Major Problems in Higher Education. *Educ. Record*, 35: 7–11, Jan. 1954. Also in *AAUW Jour.*, 47: 75–80, Jan. 1954. (*Author:* President, Wellesley College, Massachusetts.)

Discusses three problems in view of approaching increases in enrollment. "Where will we find the teachers? Where will we find space and tools for teaching? How will we support students, teachers, plant, and equipment?"

1054. Clark, Evalyn A. Who Will Teach the Teachers? *AAUW Jour.*, 49: 203–206, May 1956. (*Author:* Associate Dean, Vassar College, New York.)

Predicts a need for from 380,000 to 500,000 college teachers in 1970 as compared with 190,000 in 1950, but that the number of Ph. D.'s will decrease in the next decade. "Even if every Ph. D. every year went into college teaching, one could still not fill the gap, but by no means all Ph. D.'s go into teaching." Reports that ratio of women to men for bachelor's degrees is 1 to 1.8; for master's degrees, 1 to 2; but for doctor's degrees only 1 to 10. "We must help young women to complete their Ph. D.'s."

1055. Connor, J. Hal *and* Clark, George P. "Sincerely Yours:" Some Gentle Counsel to Those Writing Letters of Application. *AAUP Bull.*, 41: 669–676, Winter 1955. (*Authors:* (1) Professor of English; (2) Assistant Professor of English; both of Northern Illinois State College.)

"In recent years we have had occasion to read several hundred letters written in the hopeful expectation that their authors might find a place on a college faculty. . . . It is not our purpose in this article to present a body of statistics regarding these letters, but to offer a few of our impressions regarding them, together with some extracts from the most ineffective ones that we have seen. Our wish is not to engage in merriment at the expense of job seekers, but to call attention to some of the negligences, errors, and inaccuracies which are likely to influence appointing officers adversely."

1056. The Council at Work: Summary Report of Survey on Interest and Activity Relating to College Teaching. *Educ. Record*, 38: 166–175, April 1957.

A comprehensive report summarizing the activities and interests of 20 national organizations which "appear to be particularly active in the field of college teaching." Presented in four groups: Recruitment, Retention of Existing Faculty, Making the Most of a Scarce Resource, Preparing College Teachers and Helping Teachers on the Job.

1057. Diekhoff, John Siemon. Population and Higher Education. *Educ. Forum*, 22: 203–208, Jan. 1958. (*Author:* Dean, Cleveland College, Western Reserve University, Ohio.)

"Currently (in 1954, at any rate) the ratio of faculty to students in American colleges was 1 to 13. If we maintain this ratio between now and 1970 . . . we must recruit 16 to 25 new college teachers for every 10 college teachers now employed. We can't do it." Discusses various other methods of meeting the situation.

1058. Dobbins, Charles G., *ed.* *Expanding Resources for College Teaching.* Washington; American Council on Education, 1956. x,137 p. (*Author:* Staff member, American Council on Education.)

Report of the Conference on College Teaching sponsored by the Council in Washington, Jan. 19–20, 1956. Contains three sections: Recruiting Talent for College Teaching, Conserving the Teaching Talent We Do Get, Making the Most of a Scarce Resource. Gives several addresses and extensive verbatim reports of floor discussion on each of the three topics.

1059. Eckert, Ruth E. *and* Stecklein, John E. Why Teach in College? *NEA Jour.*, 47: 120, Feb. 1958. (*Authors:* (1) Professor of Higher Education; (2) Director, Bureau of Institutional Research; both of University of Minnesota.)

"The tug of war between supply and demand for teachers is also taking place on the college campus. To better understand what attracts and holds teachers on the college level, a pilot study of Minnesota faculty members has recently been made." Based on 94 percent reply to questionnaire sent to 773 college teachers (a 25 percent random sample) of all full-time faculty members in Minnesota's 33 institutions of higher education.

1060. Fiess, Edward. College Teachers Must Come From Colleges. *Coll. & Univ.*, 32: 336–341, Spring 1957. (*Author:* Lecturer in English, Queens College, New York.)

Reports results of a survey of Antioch College, Ohio, graduates in college teaching positions and the factors involved in their choice of such positions.

1061. Folger, John K. *and* Brumbaugh, Aaron J. Research Program of the Southern Regional Education Board. *Higher Educ.*, 14: 93–95, Feb. 1958. (*Authors:* (1) Associate Director for Research; (2) Consultant in Higher Education; both of Southern Regional Education Board.)

Describes various plans of the Board, especially in study of recruitment and preparation of college teachers.

1062. Forman, Lewis A., Jr. I, For One, Intend to Teach: The Declaration of a Yale Senior. *Jour. Higher Educ.*, 28: 83–84, 116, Feb. 1957.

States reasons for his decision, both psychological and philosophical.

1063. Frasier, George W. The Improvement of Counseling and Teaching: Preservice Selection and Training of College Teachers. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1951, p. 63–70. (*Author:* President Emeritus, Colorado State College of Education; Professor of Education, Stanford University.)

"This is not a research paper. I hope to present a more or less practical discussion concerning the preparation of college teachers, their selection, employment, in-service education, promotions, and general welfare. I shall hope to answer some questions that are asked by college administrators and members of boards of trustees."

1064. Gardner, John W. The Great Talent Hunt. In Carnegie Corporation of New York, *Annual Report*, 1956, p. 11–26. (*Author:* President, Carnegie Corporation of New York.)

"We are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first time in history, such men and women are very much in demand on a very wide scale. . . . While our educational institutions are suffering from under-financing and paying their teachers distressingly low salaries, our total expenditure for higher education stands at eight-tenths of one percent of our gross national product." See also No. 1065.

1065. ——— The Great Hunt for Educated Talent. *Harpers*, 214: 48–53, Jan. 1957. (*Author:* See No. 1064.)

Based upon No. 1064. States desperate need in our modern complex society for educated talent—for good teachers and scholars as well as scientists. Colleges and universities are facing a challenge greater than any they have had so far. Financing will be a major problem but American people can pay the bill if they really want to. Colleges must produce leaders who are men of understanding and breadth as well as specialists.

1066. Gawthrop, Paul R. An Approach to the Problem of Providing the Teachers Needed for Increased College Enrollment. *Educ. Record*, 37: 196–206, July 1956. (*Author:* Acting Head, Department of Economics, Marietta College, Ohio.)

"A recent study made here at Marietta College indicates that during the next 15 years we may expect an increase of 172 percent in student enrollment . . . a need for an increase of 95 percent in faculty. This paper is devoted to a discussion of the means whereby we hope to accommodate almost three times as many students with a faculty not quite twice as large as at present." Four charts summarize the processes involved.

1067. Goodhartz, Abraham S. Selection and Induction of New Faculty Members. *Jour. Educ. Sociol.*, 26: 187–193, Jan. 1953. (*Author:* Assistant Professor of Personnel Service, Brooklyn College, New York.)

"The staffing of a college or university may provide the greatest satisfaction or the greatest sorrows in the administration of higher education." Gives numerous suggestions for making it the former.

1068. Goren, Arnold L. On Panaceas for Improving Teaching: Let's Hire the Good Ones! *Jour. Educ. Sociol.*, 27: 68–71, Oct. 1953. Same, condensed, *Educ. Digest*, 19: 13–15, Feb. 1954. (*Author:* Executive Secretary for Student Activities, New York University.)

States nine specific procedures desirable in selection of college teachers, most of them based upon actual personal observation of the teaching of the candidate. Also discusses briefly work in a large university which "has recently instituted a course called Apprentice College Teaching."

1069. **Grass, Roland.** Professor From Abroad. *Jour. Higher Educ.*, 28: 443–445, Nov. 1957. (*Author:* Professor of Languages, Northwestern State College of Louisiana.)

Proposes a great use of foreign professors. Says that thousands of competent foreign professors could be secured for American institutions. Reports that 782 such were in institutions in the United States in 1955–56.

1070. **Gustad, John W.** They March to a Different Drummer: Another Look at College Teachers. *Educ. Record*, 40: 204–211, June 1959. (*Author:* Professor of Psychology, University of Maryland.)

Preliminary report of a study financed by Southern Regional Education Board and University of Maryland. Based on questionnaire responses from 1,800 college teachers of chemistry, English, and psychology and personal interviews with 300 of such teachers. Concerned with two questions: "Why do people become college teachers, and why do some of them leave teaching for other professions?" Conclusions: "The answer to the first is easier to come by. It has to do largely with the kinds of people they are, with the kinds of reward values they develop. It was interesting to note that very few made early or conscious decisions to enter teaching. Most of them drifted into it. . . . There are many reasons why they leave. Some of them have to do with money, but this aspect of the situation has been overemphasized." Reports many other controlling reasons.

1071. **Harassed Vice-President.** Letter to the Editor. *Jour. Higher Educ.*, 28: 287, May 1957.

"From conversations with a number of my colleagues at other institutions, I know that they were hit very hard during the first weeks of the fall term by the sudden loss of key persons to other institutions, particularly among the younger faculty members. . . . My question is: Gentlemen will become pirates—can pirates also remain gentlemen? . . . Recognizing, then, that piracy is inevitable, this is a plea that we not abandon our gentlemanly inhibitions altogether."

1072. **Hellwarth, Arlen R.** Survey on Integration of Engineering College Faculty Between Campus and Industry. *Jour. Eng. Educ.*, 47: 157–164, Oct. 1956. (*Author:* Assistant to Director of Employment, Detroit Edison Co., Michigan.)

Report of a special committee of American Society for Engineering Education. Based on questionnaire responses from 93 engineering colleges. "The primary objective of the questionnaire was to determine the losses of teaching staff to industry and the corresponding gains for the past two school years." Shows a loss of 495 faculty members and gain of 324, or a net loss of 171. Analyses made by geographical sections and by type of control of institutions.

1073. **Henry, David D.** Where Do We Get the Teachers? In American Association of Land-Grant Colleges, *Proceedings*, 1955, p. 46–53. Also in *Amer. Jour. Physics*, 24: 322–328, May 1956. (*Author:* President, University of Illinois.)

"Obviously it is my task to comment upon the question, not to answer it." Summarizes various recent estimates that have been made of the number of college teachers needed in the near future. Discusses recruitment, attractions of industry, possible changes in organization and methods of teaching, and other factors.

1074. **Hewitt, Harold G.** Address of the President. *Amer. Jour. Pharm. Educ.*, 21: 193–203, Summer 1957. (*Author:* Dean, School of Pharmacy, University of Connecticut.)

Discusses staff shortages in Colleges of Pharmacy and possible ways of meeting them. Recommends salary increases, summer employment in industry, low rental faculty housing, various types of insurance, tuition for faculty children, pension and retirement plans, and reduction of teaching loads.

1075. **Hillway, Tyrus.** When Hiring Professors. *Coll. & Univ. Bus.*, 26: 27, Feb. 1959. (*Author:* Professor of Education, Colorado State College.)

Reports results of an inquiry to 244 4-year institutions regarding terms of employment, formal contracts, and related matters. Only about one-fourth of them use formal written contracts but several are planning to adopt this plan.

1076. **Hodnett, Edward.** A Company of Scholar Teachers. *Jour. Higher Educ.*, 26: 214–216, April 1955. (*Author:* Professor of English, Ohio University.)

"Ohio University has three programs for expanding the opportunities for young English teachers and for prospective English teachers: an English honors seminar, an intern's program for Master's degree candidates, and an associate's program for full-time instructors. They vary from the usual patterns and may be applicable elsewhere . . . Perhaps the chief reason that more young men and women are not entering college teaching as a profession is not economic; perhaps we have not made the apprenticeship sufficiently definite or inviting."

1077. Houpt, William S. *Supply, Demand, and Qualifications Factors Related to Teaching Personnel for California Colleges and Universites.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 417–420.

Unpublished doctoral dissertation (Ed. D.). Based in part on questionnaires sent to 240 administrators of California institutions of higher education. Predicts that enrollments in California colleges will double in next 10 years. Discusses various methods of securing competent staff to meet the needs of anticipated increases in enrollment.

1078. Iffert, Robert E. Staffing Institutions of Higher Eduction in the Next Decade. *Higher Educ.*, 13: 66–68, Dec. 1956. (*Author:* With U.S. Office of Education.)

"By 1965 approximately 100 persons will be required for every 60 now employed in the institutions of higher education in the United States." Gives detailed tabular statements of actual staff used from 1945 to 1953 and estimates of requirements for each year from 1955 to 1965, for three groups each of publicly and privately controlled institutions. Estimates total staff required in 1965 as 566,000. States six assumptions upon which estimates are based.

1079. Interns in Education. *Carnegie Corp. Quart.*, 4: 8, April 1956.

"Internships of a new kind have been established at five of the nation's most distinguished universities. . . . Certain of our institutions have been pioneers in developing imaginative and vigorous programs of general education. So that other schools could share the benefit of their experiences, six years ago Carnegie Corporation initiated a program under which young instructors from schools throughout the country could spend a year on the campuses of Chicago, Columbia, Harvard, and Yale. Recently Brown University was added to the roster. These interns visit each of the host schools for a full academic year. They do not merely observe, but actually participate in the educational programs." States details and makes evaluations of the plan.

1080. Kille, Frank R. National Roster of Prospective College Teachers. *Assoc. Amer. Coll. Bull.*, 39: 53–61, March 1953. (*Author:* Dean, Carleton College, Minnesota.)

A detailed follow-up and statistical analysis of more than 1,600 seniors recommended by 380 member colleges since 1945 who should be encouraged to do graduate work with the idea of preparing for careers as college teachers. Also reports opinions of students and of college administrators on way the program has operated and gives suggestions for its improvement.

1081. Klapper, Paul. The Sociology of College Teachers. *Educ. Forum*, 16: 139–150, Jan. 1952. (*Author*: President Emeritus, Queens College, New York.)

States a dozen inquiries a prospective college teacher may be expected to make when considering a new position, including those concerning opportunities for professional growth, professional status of future colleagues, subjects expected to teach, degree of freedom assured to the sincere scholar, salary and rank, how appointments are made, tenure, retirement, teaching load, committee work, sabbatical leave, and others. Each of these is discussed, salaries especially fully, with tabular summaries of salary scales in 402 institutions of higher education.

1082. Knoll, Robert E. Whence the New Professors? *Coll. English*, 20: 77–80, Nov. 1958. (*Author:* Associate Professor of English, University of Nebraska.)

Discusses the marked increase in recent years in number of fellowships available for training new college teachers. "And yet one wonders if this is not going at the whole problem wrong end to. I am not sure that bribing promising seniors to enter graduate school and, subsequently, college teaching is the way to strengthen the profession. The students we are after must have decided to enter the profession long before their senior year." For reply by F. H. Thompson, Illinois Wesleyan University, see *Coll. English*, 20: 416–417, May 1959.

1083. Knowles, Asa S. How Can Colleges Meet the Impending Teacher Shortage? *Educ. Record*, 36: 132–136, April 1955. (*Author:* President, University of Toledo, Ohio.)

"Getting the numbers needed will involve: (1) using every available source of supply including some that are new to some institutions; (2) providing attractive inducements to enter teaching; (3) developing in-service training programs for many who will be recruited from other fields of activity and who will be new to the field of college teaching; (4) making greater use of teaching aids to reduce the number of teachers needed." All of these fully discussed.

1084. LeBold, William K. *and* Houghton, Arthur V. Would Engineering Students Be Teachers? *Jour. Eng. Educ.*, 49: 747–754, May 1959. (*Authors:* (1) Associate Professor and Assistant to Dean of Engineering; (2) Instructor in Mechanical Engineering; both of Purdue University, Indiana.)

Detailed report on questionnaire responses from approximately 40 percent of the "high scholarship undergraduate students and graduate students in engineering at Purdue University." Find that "a substantial percent (28%) indicated a definite interest" in possible teaching careers and almost 10 percent were definitely planning on engineering teaching as a career.

1085. Lee, Harold N. The Factor of Economic Status in Professional Recruitment. *AAUP Bull.*, 17: 102–110, Spring 1951. (*Author:* Professor of Philosophy, Tulane University, Louisiana.)

On the basis of a teacher-student ratio of 1 to 13, estimates need for 170,000 new college teachers during next 15 years. "The problem is not that of finding teachers; it lies in the need for recruiting teachers of first rate ability." Discusses two major difficulties, cost of preparation and prospect of inadequate salaries. Concludes: "I cannot conscientiously urge my good students who have no prospects of attaining independent incomes through inheritance (or marrying a rich wife) to go into college teaching."

1086. Leland, Simeon E. Problem of Numbers in Higher Education From the Standpoint of Private Institutions. *Coll. & Univ.*, 31: 276–290, Spring 1956. (*Author:* Dean, College of Liberal Arts, Northwestern University, Illinois.)

"Neither facilities nor staff can be expanded on the basis of general principles, pious wishes, or platitudes. The data must be examined to determine real needs. It is my belief that current estimates of future requirements in higher education are overstated. . . . Practically no addition to physical facilities or staff will be required to take care of twice the number of graduate students as are now enrolled."

1087. Lindsey, Fred D. Crisis Building Up in College Classrooms. *Nation's Bus.*, 44: 56–63, June 1956.

"College professors now number about 200,000 but 400,000 to 500,000 will be needed in 1970, and faculty members are already in extremely short supply. . . . Major problem in getting and holding good faculty members is salaries." Gives table showing "how the purchasing power of college professors has declined compared with other occupations"—physicians, dentists, automobile workers, coal miners, and railroad engineers.

1088. Lloyd, R. Grann *and* Walker, George H. Teacher Supply and Demand in the Negro College. *Jour. Negro Educ.*, 23: 421–427, Fall 1954. (*Authors:* (1) Chairman, Department of Economics, Savannah State College, Georgia; (2) Dean, Graduate School of Education, Texas College.)

Based on questionnaire responses from 47 institutions, whose names are given. Finds 189 new members of instructional staffs are needed immediately, most frequently in education, English, and social sciences.

1089. McAllaster, Elva. Counseling Toward College Teaching. *Assoc. Amer. Coll. Bull.*, 44: 586–590, Dec. 1958. (*Author:* Professor of English, Greenville College, Illinois.)

Reports that an unusually large number of Greenville College graduates have become college teachers. Quotes many of them regarding reasons for their decisions. Most of them emphasize the influence of individual faculty members.

1090. Malott, Deane W. What Are We Doing to Offset the Coming Shortage of Teachers? In National Association of State Universities, *Proceedings*, 1955, p. 129–141. (*Author:* President, Cornell University, New York.)

Describes special activities of National Woodrow Wilson Fellowship Program, Ohio College Association, John Hay Whitney Foundation, Association of American Colleges, and other agencies and means for securing needed increase of qualified college teachers. Includes 6-page discussion, especially of possible modification in retirement age.

1091. Maul, Ray C. Teacher Supply and Demand in Degree-Granting Institutions, 1954–55. *NEA Res. Bull.*, 33:

127–133, Dec. 1955. For briefer presentation of some of same material by same author and emphasis on special phases of it see *Coll. & Univ.*, 31: 269–275, Spring 1956; *Educ. Forum*, 21: 55–61, Nov. 1956; *Jour. Higher Educ.*, 27: 189–193, 231, April 1956; and *NEA Jour.*, 45: 47–48, Jan. 1956. (*Author:* Assistant Director of Research, National Education Association.)

Based on questionnaire returns from 673 institutions. Results are presented in text and 32 tables, in most cases in terms of seven groups of institutions: public universities and land-grant colleges (82 institutions), non-public universities (56), State colleges (103), teachers colleges (94), and non-public colleges in three groups according to size, large (50), medium (112), and small (176). Conclusion: "It is generally recognized that college and university enrollments will expand greatly during the next 15 years, and thus teaching staffs must be enlarged. To plan most effectively, administrative officials need numerous facts not now generally available concerning the teaching staffs currently in service . . . It has been the purpose of this section to present up-to-date information in these areas."

1092. ——— *Teacher Supply and Demand in Colleges and Universities, 1955–56 and 1956–57.* Washington: National Education Association, 1957. 76 p. For briefer presentation of some of same material by same author and emphasis on special phases of it see *Phi Delta Kappan*, 38: 175–180, Feb. 1957; *Teach. Coll. Record*, 59: 149–155, Dec. 1957; *NEA Jour.*, 46: 607–608, Dec. 1957; and *NEA Res. Bull.*, 36: 13–22, Feb. 1958.

Similar to No. 1091 but more comprehensive and recent. Presented in three major divisions. Part I, "Turnover in Administrative Positions," and Part II, "The Demand for College Teachers," are based on data furnished by 829 degree-granting institutions or 82 percent of the 1,017 which were invited to participate. Results are presented in series of tables showing number of withdrawals, reasons for withdrawals, and number of unfilled positions, by fields of study, for each of the nine groups of institutions indicated in No. 1091. Part III "represents a pioneer attempt to assemble an important body of information on the occupations of doctor's degree graduates." Based on reports from deans of 117 graduate schools. Finds that of over 8,000 of those with doctor's degrees whose positions could be ascertained, 57 percent were in college or university positions. Part III also includes special consideration of women as college teachers, use of part-time teachers, and up-grading of teachers in service. Appendix contains 35 extensive and detailed tables.

1093. ——— *Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957–58 and 1958–59.* (Higher Education Series, Research Report, 1959–R10). Washington: National Education Association, 1959. 87 p.

"This is the third biennial report of the NEA Research Division on the professional personnel needs of institutions of higher education. Each report shows the measure of success achieved by employing officials in meeting these needs in a two-year period." For earlier reports, see Nos. 1091 and 1092. The most comprehensive and authoritative source of reference for supply and demand of college teachers. Based on replies received from 1,350 institutions (including for first time junior colleges) or 87 percent of the 1,558 which were invited to participate. Principal results shown in series of vivid graphs, as well as in extensive tables with interpretative comments. Presented in four major sections: I. The Effort to Staff Universities and Colleges with Qualified Teachers. II. The Effort to Staff Junior Colleges with Qualified Teachers. III. Occupations Claiming Doctor's Degree Graduates of 1956–57 and 1957–58. IV. Instructional Staff Needs in the Decade Ahead. Appendix contains 25 detailed tables, giving data usually for each of the nine classes of institutions listed in No. 1091. Part I shows that less than one-quarter of the new college teachers in 1958–59 had earned doctor's degrees compared with more than 40 percent of the entire staffs in 1953–54; that over one-fifth had less than a master's degree, compared with 10 percent in 1953–54. Part II shows that less than 8 percent of new junior college teachers had doctor's degrees. Part III shows that 40 percent of doctoral graduates in 1956–57 and 1957–58 entering a new occupation went into non-educational fields. Part IV presents and discusses validity of six general assumptions on basis of which it predicts need for 346,800 new college teachers by 1970 averaging over 30,000 per year to take care of replacements, estimated at 6 percent a year, and increases in enrollment.

1094. **Moss, James Allen.** Negro Teachers in Predominantly White Colleges. *Jour. Negro Educ.*, 27: 451–462, Fall 1958. (*Author:* Faculty member, Union College, New York.)

States there are not more than 200 Negro teachers permanently employed as faculty members in predominantly white colleges in the United States. Suggests possible greater use of them.

1095. Ness, Frederic W. The Summing Up. *Assoc. Amer. Coll. Bull.*, 44: 416–422, Oct. 1958. (*Author:* Administrative Vice President, Dickinson College, Pennsylvania.)

Concluding lecture of series on college teaching. Discusses three major reasons why students do not plan to enter college teaching as a career; then some of the attractions, rewards, and satisfactions of the field.

1096. ——— *The Role of the College in the Recruitment of Teachers: A Report for the Commission on Teacher Education.* Washington: Association of American Colleges, 1958. 83 p. (*Author:* See No. 1095.)

Based in large part on returns from 284 institutions of higher education who were asked to describe plans in use on their campuses for identification and motivation of right kinds of young people for college teaching. Appendix describes in considerable detail programs in use at Tulane University, Harvard University, Dickinson College, Rosary College, and University of Pittsburgh and by Association of College and University Presidents of West Virginia. Review by S. A. Nock, *Coll. & Univ.*, 34: 336–337, Spring 1959.

1097. Norton, Thomas L., *ed. Faculty Requirements and Standards in Collegiate Schools of Business.* New York: American Association of Collegiate Schools of Business, 1956. vii,216 p. (*Author:* Dean, School of Commerce, New York University.)

Report of a conference at Columbia University, Oct. 1955. Contains eight "background papers" of varied authorship on needs for additional faculty members, doctoral programs, possibilities for improved preparation, and competitive position of teaching careers.

1098. Nosow, Sigmund. The Labor Market for Teachers of General Education. *Jour. Gen. Educ.*, 11: 45–50, Jan. 1958. (*Author:* Associate Professor of Social Sciences, Michigan State University.)

Discusses many phases of the subject. Conclusion: "As the program of general education becomes established and as the body of experts in the particular areas of general education increases, there will be an increasing *direct* recruitment into the programs rather than an indirect one through the more traditional disciplines."

1099. Ostlie, Selmer. *The Selection and Retention of Junior Colleges Teachers.* Los Angeles: University of Southern California, 1951. Abstract in University of Southern California, *Abstracts of Dissertations*, 1951, p. 298–299.

Unpublished doctoral dissertation (Ed. D.). Based on checklists sent to all California junior colleges and to a matched group from other States. Determines existing policies, evaluates them, and proposes criteria for a comprehensive program.

1100. Owen, Garnet. New Vistas for the Lady Professor. *Nat. Bus. Woman*, 37: 2–3, March 1958.

"The next 10 years hold unparalleled opportunities for women in the field of college and university teaching."

1101. The 66th Annual Meeting, University of California, Berkeley. *Jour. Eng. Educ.*, 49: 15–19, Oct. 1958.

States the three "most urgent but still unsolved problems of engineering education in the year 1958" of which one was "How to increase the number and competence of engineering faculties." Announces plans for a study of the problem, financed by grant of $24,500 from Ford Foundation.

1102. Stecklein, John E. *and* Eckert, Ruth E. *An Exploratory Study of Factors Influencing the Choice of College Teaching as a Career.* Minneapolis: Bureau of Institutional Research, University of Minnesota, Jan. 1958. x,46 p. + 54 p. appendix. (*Authors:* (1) Director of Bureau of Institutional Research; (2) Professor of Higher Education; both of University of Minnesota.)

Report of study conducted under grant from Cooperative Research Program, U.S. Office of Education. Based on questionnaire responses from 752 faculty members in 32 Minnesota colleges. Gives information on sex, age, and marital status; time of selection and factors involved in choice of college teaching as a career; preparation for career; present position, professional activities, and teaching load; and appraisal of college teaching as a career. Appendix is chiefly statistical, but includes copy of 4-page questionnaire used.

1103. *A Study of Faculty Demand and Supply in California Higher Education, 1957–1970.* Berkeley and Sacramento: 1958. 76 p.

A study prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education.

1104. Sullivan, Daniel C. The Recruitment of College Teachers. *Nat. Cath. Educ. Assoc. Bull.*, 54: 145–151, Aug. 1957. (*Author:* Faculty member, School of Education, St. Johns University, New York.)

"If this problem is not solved adequately, higher education—Catholic and secular—in the United States will in 10 or 15 years be in dire straits." Discusses various possible methods of solution.

1105. The Supply and Development of College Teachers. In American Conference of Academic Deans, *Proceedings*, 1957, p. 5-41.

Contains three papers on recruitment, preliminary training, and inservice development of college teachers by Frank Kille, Carleton College, Minnesota; Robert P. McCutcheon, Vanderbilt University, Tennessee; and Lloyd S. Woodburne, University of Washington. The second reviews many of the publications and studies devoted to improvement of college teaching and experimental programs in some graduate schools.

1106. *Teachers for Tomorrow.* (Bulletin No. 2.) New York: Fund for the Advancement of Education, 1955. 72 p.

"Prepared by the research staff of the Fund for the Advancement of Education." A vivid popular presentation, with many colored pictorial graphs and charts, of the problems incident to the impending "tidal wave" of college students. Endeavors to answer four questions: "How many school and college teachers will we need? What are our chances of getting enough good teachers? What will be the consequences if we fail to solve this problem? What can be done toward solving the problem?" For colleges, states that "over 15 years, more than three new teachers must be recruited for every two we have today," with 500,000 by 1970. "The need for new college teachers will far outstrip the supply of new Ph. D.'s." Gives much supporting statistical data in series of 28 tables. Bibliography, 24 titles.

1107. Thompson, Ronald B. *The Impending Tidal Wave of Students: A Report of the Committee on Special Projects.* Columbus, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1954. 48 p. (*Author:* Registrar, Ohio State University.)

Shows possibility of college enrollment of more than 6,000,000 students and need for teaching staff of 556,000 in 1970–71. Number of college teachers needed, on three different hypotheses, shown for each year from 1954–55 to 1970–71. Contains 15 pictorial graphs and six other illustrations.

1108. Tyre, Carl A. Wanted: Teachers. *Hispania*, 41: 17–25, March 1958. (*Author:* Professor of Spanish, New Mexico College of Agriculture and Mechanic Arts.)

Presidential address before American Association of Teachers of Spanish and Portugese. "The lack of teachers in our own field has largely reached such a point that it is having a serious impact on language instruction at present and cannot help but produce disastrous effects in the future. . . . It is a problem that needs our immediate attention."

1109. Waite, Richard A., Jr. *A Program for Staffing Our Colleges.* Albany, N.Y.: State Education Department, 1958. 16 p. (*Author:* Executive Assistant, Office of Higher Education, State Department of Education, New York.)

Estimates that New York State will need "an average increase of from 1,000 to 2,200 faculty members each year for 16 years." Recommends that the State provide 250 annual grants of $2,500 each, good for two years, for preparation of such faculty members. (*Note:* State Legislature, in spring of 1958, passed legislation to provide such grants.)

1110. Weimer, Arthur M. *Faculty Requirements and Faculty Supply in Collegiate Business Teaching, 1954–1970: Report of the Committee on the Future Requirements of Trained Teaching Personnel.* Urbana, Ill.: American Association of Collegiate Schools of Business, 1955. 36 p. (*Author:* Dean, School of Business, Indiana University.)

Estimates student enrollments in collegiate schools of business will rise "at least 210% of their 1953 levels by 1970" and that "total faculty should expand in proportion to the expansion in student enrollments." States that "collegiate faculties, which numbered approximately 5,200 persons in 1953, will have annual needs for new personnel of about 730 in 1960, and 980 in 1965. . . . More than 6,000 new Ph. D.'s, D.B.A.'s or the equivalent will be needed in collegiate business teaching by 1980." Data presented in 14 tables and three graphs.

1111. Wellemeyer, J. F., Jr. Full-Time Teachers in American Colleges and Universities. *Sch. & Soc.*, 83: 220–221, June 23, 1956. (*Author:* Staff Adviser on Personnel Studies, American Council of Learned Societies.)

Contains tabulated distributions of 150,000 faculty members into 66 different teaching fields, based on two assumptions. "There are serious doubts about both of these assumptions." Largest number are in field of education, with 11,250.

1112. ——— *and* Lerner, Pauline A. Higher Education Faculty Requirements in the Humanities and Social Sciences. *Sch. & Soc.*, 78: 145–152, Nov. 14, 1953. (*Authors:* Staff members, American Council of Learned Societies.)

"Higher education in the United States is rapidly approaching a critical personnel problem. . . . If colleges and universities are to reach the growing demands of society for more humanistic training, the increase in the number of teachers in these fields should be greater than for the faculty at large. . . . We shall need 3,100 to 3,700 new teachers in the humanities and the social sciences every year until 1960."

1113. We've Been Asked About Army Men as School Teachers. *U.S. News*, 44: 73, June 20, 1958.

States that of 1,400 retired Army officers, 600 expressed a definite interest in teaching positions. Says there are about 200,000 retired officers and enlisted men and thousands more retire each year.

1114. Whitney Visiting Professor Program. *Assoc. Amer. Coll. Bull.*, 40: 548–550, Dec. 1954.

Announcement of appointment of 12 professors with names of former and future institutions under the plan of the Whitney Foundation. "The Visiting Professor Program not only enriches student life, but it also benefits college communities and the regular faculty. These professors bring a fresh point of view to the faculties they visit."

1115. Will We Run Out of College Teachers? *Johns Hopkins Mag.*, 10: 15–22, April 1959.

"No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something [illegible] done quickly. . . . Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most."

1116. Wilson, O. Meredith. *College Teaching as a Career.* Washington: American Council on Education, 1958. 28 p. (*Author:* President, University of Oregon; Chairman, Committee on College Teaching of American Council on Education.)

Contains Foreword by the Chairman; four inspirational chapters by Fred M. Hechinger, Mark Van Doren, Reuben G. Gustavson, and T. V. Smith; and three informational chapters by Walter C. Eells. Bibliography, 14 annotated titles. Widely distributed to colleges throughout the country.

1117. ——— The Ph. D. Program as a Preparation for College Teaching. *Assoc. Amer. Coll. Bull.*, 44: 55–59, March 1958. (*Author:* See No. 1116.)

"Whether we classify their impulse to complete it as a pious hope or a consuming ambition, as of now the Ph. D. is the holy grail which most knights of academia are pursuing. . . . Only 23.5 percent of the college teachers appointed for the first time last year held the Ph. D. . . . If all the men and women who receive doctor's degrees were to enter the college teaching ranks they would supply only half the need. . . . The Ph. D. machinery cannot expand rapidly enough to meet our needs."

1118. Wormald, F. L. How Is the Supply of Able College Teachers Being Increased? *Educ. Record*, 37: 66–68, Jan. 1956. (*Author:* Assistant to Director, Association of American Colleges.)

Report of section discussion at annual meeting of American Council on Education. "The subject breaks down into three questions: Where are future college teachers to be found? How can they be attracted and retained? How are they to be trained?" Gives consensus of the group and summaries of experiences reported by members on each of these three topics.

1119. Wriston, Henry M. How Colleges Can Handle the Throngs: Despite Wide Despair, They Have Room for All Qualified Students and, by Simple Reforms, Can Take on the 1960's Tidal Wave. *Life*, 45: 132–142, Oct. 6, 1958. (*Author:* President Emeritus, Brown University, Rhode Island.)

Discusses wide variety of topics, including need for more and better college teachers, salary increases, and "dedicated men and women of high ability and creative power."

1120. Zehrback, Richard Reid. Retired Air Force Personnel—Potential Teachers? *Peabody Jour. Educ.*, 36: 356–359, May 1959. (*Author:* Educational Services Officer, Stewart Air Force Base, Tennessee.)

"Are you planning a teacher recruitment program? Have you considered retired military personnel? Air Force figures indicate that only 240 of 14,000 'retired' members surveyed are now engaged in education. These results would seem to indicate that educators have not recruited in this area in spite of the fact that retired personnel are successfully holding jobs in education that range from grade school teachers to college president."

See also Nos. 2, 182, 189, 205, 218, 228, 251, 260, 266, 267, 268, 269, 278, 289, 290, 291, 294, 299, 311, 324, 350, 365, 374, 463, 483, 592, 655, 667, 682, 851, 859, 865, 869, 954, 956, 957, 960, 963, 966, 968, 971, 973, 979, 980, 984, 985, 987, 993, 997, 998, 999, 1000, 1001, 1023, 1105, 1171, 1172, 1174, 1191, 1258, 1322, 1332, 1348, 1352, 1376, 1377, 1396, 1406, 1420, 1423, 1558, 2009, 2048, 2075, 2251, 2293, 2318, 2319, 2660.

4. QUALIFICATIONS

Includes training, degrees, characteristics, experience, age, and sex. For other references on training of college teachers see many of the references under "Graduate Programs" Nos. 2172–2278.

1121. Alexander, Chester. Calling All Doctors. *Jour. Higher Educ.*, 22: 155–157, 170, March 1951. (*Author:* Professor of Sociology, Westminster College, Missouri.)

Discusses various types of doctorates, both earned and honorary, their origins, uses, and abuses.

1122. Angel, George W. *and* Laws, Leonard S. Should College Teachers Take Education Course. *Jour. Teach. Educ.*, 2: 209–212, Sept. 1951. (*Authors:* (1) Faculty member, New York State Teachers College, New Paltz; (2) Faculty Member, University of Minnesota.)

Based on questionnaire responses from 108 heads of academic departments of various colleges who were asked to rate the importance of 13 specific graduate courses in education for new faculty members of their departments. "In general, it may be said that heads of college departments place little value on courses in professional education as a means of preparing college teachers." See also No. 1123.

1123. ——— ——— Training the Potential College Teacher. *Jour. Higher Educ.*, 25: 153–157, March 1954. (*Authors:* (1) President, New York State Teachers College, Plattsburg; (2) Dean, Southwestern College, Kansas.)

Report of the same study as in No. 1122 but in somewhat different form.

1124. Bacon, H. Philip. Let Us Train Teacher-Professors. *Educ. Forum.*, 19: 485–486, May 1955. (*Author:* Assistant Professor of Geography, University of Pittsburgh, Pennsylvania.)

"So long as the graduate schools feel it their primary objective to train research scholars, we will continue to turn out poorly prepared college instructors. . . . The college teacher who possesses pedagogical skill and values it above ability to turn out scholarly monographs often goes unrecognized by the academic world."

1125. Baker, Carlos P. The Careful Young Men: Tomorrow's Leaders Analyzed by Today's Teachers. *Nation*, 185: 199–214, March 9, 1957.

Answers of 16 educators in 16 colleges to the question: "Who are the leading intellectual, artistic, and ethical influences on the present generation of students?"

1126. Baller, Warren R. *and* Worcester, Dean A. Supervised Teaching for Doctoral Students. *Jour. Higher Educ.*, 25: 383–384, Oct. 1954. (*Authors:* Professors of Psychology, University of Nebraska.)

"The purposes of the discussion which follows is to describe briefly a plan which has been in operation for several years in . . . the Teachers College of the University of Nebraska. Doctoral students who have impressed the staff with their scholarship and personal qualities are invited to accept part-time instructorships." Details of plan reported. Conclusion: "It is believed that the plan discussed here is an exceedingly effective way of preparing good college teachers."

1127. Barzun, Jacques; Elder, John Peterson; *and* Thompson, David L. Panel Discussion: The Great Split—

Scholarship and Teaching. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1956, p. 106–124. (*Authors:* (1) Dean, Graduate School, Columbia University; (2) Dean, Graduate School, Harvard University; (3) Dean and Vice-Principal, McGill University, Canada.)

Discussion of relative claims of teaching and research in the preparation of the college teacher and in his activities in institutional life, different conceptions of the Ph. D. degree, and significance of the M.A. Includes informal discussion by several other graduate deans.

1128. Beicher, Paul E. Preparation of College Teachers. *Nat. Cath. Educ. Assoc. Bull.*, 54: 142–144, Aug. 1957. (*Author:* Dean, Graduate School, University of Notre Dame, Indiana.)

"With the impending teacher shortage, it will become increasingly difficult for Catholic colleges to maintain their present status with regard to the quantity and quality of their lay teachers. . . . In the past, I believe the Catholic colleges and universities have been notoriously remiss in urging their students to go into the teaching profession." Discusses value of Ph. D. for college teachers and possibility of modifying requirements for it to fit better needs of adequate preparation for teaching rather than research.

1129. Bender, Richard N. On Being a Christian Professor. *Christ Scholar*, 40: 117–125, June 1957. (*Author:* Associate Secretary, Department of College and University Religious Life, The Methodist Church.)

"When in this connection we speak of the 'Christian professor,' let us not think in terms of a Christian who happens to be a professor, or vice versa. Rather let us understand 'Christian professor' to be a unique species of professor." States several of his characteristics.

1130. Blackwell, Thomas E. Graduate Committee and Doctoral Dissertation. *Coll. & Univ. Bus.*, 25: 34, Oct. 1958. (*Author:* Educational Management Consultant, St. Louis, Mo.)

Reports several New York court decisions in which institutions refused, for various reasons, to grant doctoral degrees to students. Generally the courts upheld the institutions in their refusals.

1131. Blegen, Theodore C. A Movement Gains Momentum. *Sch. & Soc.*, 75: 17–20, Jan. 12, 1952. (*Author:* Dean, Graduate School, University of Minnesota.)

Address at Tulane University Conference on Improvement of College Teaching, Nov. 15, 1951. Reviews general progress in preparation of college teachers at various institutions and improvement of teaching methods.

1132. Bower, William C. The Training of the Faculty in a Church-Related College. *Relig. Educ.*, 43: 331–336, Nov. 1948. (*Author:* Professor of Religious Education Emeritus, University of Chicago.)

Presents certain fundamental assumptions and discusses their implications for the training of the faculty in the several fields of the curriculum, but especially for the training of teachers for a Department of Religion.

1133. Boys, Richard C. Report of Woodrow Wilson Fellowship Program. In Association of Graduate Schools in the Association of American Universities *Proceedings*, 1957, p. 8–27. (*Author:* Director, National Woodrow Wilson Fellowship Program.)

"This report . . . marks the end of one era and the beginning of another." Discusses the earlier plan, supported by grants of $100,000 per year for 5 years from Carnegie Corporation of New York and General Education Board and new and extended plan supported by grant from Ford Foundation of $24,500,000 for 5 years, permitting awards of 1,000 fellowships per year. Includes 10 pages of discussion.

1134. Bradley, Gladyce H. What Do College Students Like and Dislike About College Teachers and Their Teaching? *Educ. Adm. & Sup.*, 36: 113–120, Feb. 1950. *Author:* Faculty Member, Morgan State College, Maryland.)

Reports that "694 or 43.51% of the 1,595 students enrolled in regular classes in Morgan State College, a coeducational liberal arts college, were asked to answer a questionnaire which included two questions: . . . (1) What do you like about college teachers and their teaching? and (2) What do you dislike about college teachers and their teaching?" Answers are summarized in two tables giving the frequency and rank of 18 factors liked and 17 factors disliked. Quotes many accompanying statements.

1135. Brockman, L. O. Professional Preparation of College Teachers. *Jour.*

Higher Educ., 24: 38–41, Jan. 1953. (*Author:* President, Northern Montana State College.)

Lists and discusses several factors "imperative for college teachers" in their preservice training, and other factors desirable for inservice training programs.

1136. Bruce, Robert H. Education in Professional Responsibilities. *Jour. Higher Educ.*, 25: 381–383, Oct. 1954. (*Author:* Dean, Graduate School, University of Wyoming.)

Describes a course in graduate school of University of Wyoming designed for prospective college and university teachers, given in cooperation with professors in the different departments, and involving lectures, discussion, and practice teaching.

1137. Buckley, William F., Jr. The Colossal Flunk. How Our Profs Have Betrayed the American People. *Amer. Mercury*, 74: 29–37, March 1952. (*Author:* Member of Class of Yale, '50; author of *God and Men at Yale.*)

A vigorous attack on American professors for their lack of leadership and scholarship in the modern world. "The failure of the profs to direct American thought and action into fruitful channels at times of crisis has thus perhaps been the most flamboyant academic characteristic of the recent past. But this is not the extent of the great intellectual travesty. . . . The academicians have at best lost their perspicacity; it is more likely that they have lost their appetite for truth and for their integrity."

1138. Campbell, Anne L. Perspectives on the Negro College Teachers World. *CLA Jour.*, 1: 85–92, March 1958. (*Author:* Chairman, Department of English, Prairie View State College, Texas.)

Discusses preparation and qualifications of faculty members in both Negro and White colleges. Reports on number of Negroes teaching in Northern colleges and number of whites teaching in Negro colleges.

1139. Campbell, James L. An Evaluation of the Present Status of Teaching in Our Undergraduate Colleges—Impressions of Basic Items Which Affect It. *Nat. Cath. Educ. Assoc. Bull.*, 54: 118–120, Aug. 1957. (*Author:* Dean, College of Arts and Sciences, Catholic University of America, Washington, D.C.)

Discusses various factors, but chiefly preparation and competence of faculty, listing 11 particularly pertinent features distilled from a longer list of 60.

1140. Carmichael, Douglas. A Modest Proposal. *Improv. Coll. & Univ. Teach.*, 7: 81–83, Summer 1959. (*Author:* Professor Philosophy, St. Lawrence University, New York.)

Discusses the question, Why is a man of accepted attainments an unpopular teacher? "In part, at least, the answer is simple. Professor Whitmarsh suffers from a type of academic halitosis—overspecialization. . . . He has simply reached a point where he has almost nothing in common with colleagues or students. . . . Is there any remedy? Perhaps all faculty members might be required to do a certain amount of outside reading." Also suggests other possible means for broadening his interests.

1141. Carmichael, Peter A. Troubles in the Pedagogical Closed Shop. *Jour. Higher Educ.*, 30: 37–39, Jan. 1959. (*Author:* Professor of Philosophy, Louisiana State University.)

"It is sometimes said that school teaching is a profession more or less comparable to law, medicine, or engineering. The comparison implies that just as the lawyer, doctor, and engineer require professional training, so a teacher requires corresponding training. . . . But the comparison is only partial, and the resemblance is in fact very slight."

1142. Chiappetta, Michael. *A History of the Relationships Between Collegiate Objectives and the Professional Preparation of Arts College Teachers in the United States.* Ann Arbor: University of Michigan, 1950. 130 p. Abstract in *Micro. Abstracts*, 10: 85–86, No. 4, 1950.

Unpublished doctoral dissertation (Ph. D.). Conclusion: "Plans for the professional training of college teachers will contain opportunities for the growth of teaching competency of college faculties to the extent that they are consistent with the recognized objectives of higher education in our society."

1143. Colvert, Clyde C. The Ideal Junior College Instructor. *Jun. Coll. Jour.*, 22: 502–507, May 1952. (*Author:* Professor of Junior College Education, University of Texas.)

Lists 10 "fundamental weaknesses of junior college instructors reported by junior college administrators." Discusses the ideal junior college instructor from three viewpoints: personal, academic, and professional qualifications.

1144. ——— Professional Development of Junior College Instructors. *Jun. Coll. Jour.*, 25: 474–478, April 1955. (*Author:* See No. 1143.)

Compares number of junior college instructors with different degrees in 1918, 1922, 1953, and 1955 in both public and private junior colleges. "In summary, the junior college instructors, within the past 25 years, have made most satisfactory professional development. . . . They have increased their number who have graduate degrees by approximately 50 percent."

1145. Colwell, Ernest Cadman. A New Program for Preparing College Teachers. *Educ. Record*, 34: 152–153, April 1953. (*Author:* Dean of the Faculties, Emory University, Georgia; formerly President, University of Chicago.)

"At Emory University, in Georgia, a new Graduate Institute of Liberal Arts opened its doors to three students in the autumn of 1952. . . . Its primary goal for its students is adequate preparation for college teaching in a contemporary curriculum." Methods and plans described.

1146. Cross, Ethan Allen. Probation. *Educ. Forum*, 19: 85–94, Nov. 1954. (*Author:* Head Department of Education and Vice President Emeritus, Colorado State College of Education.)

Tells, in form of fiction, the story of a professor retired for inefficiency after 35 years of service by a new president, but who shows himself a very effective counselor for the president's daughter in her period of perplexity.

1147. Cutten, George B. The Professor and the Art of Teaching. *Sch. & Soc.*, 87: 36–40, Jan. 31, 1949. (*Author:* President Emeritus, Colgate University, New York.)

"Real teaching is an arduous and difficult occupation. Much time must be spent daily planning an appropriate presentation of the subject. . . . The best teachers in ordinary courses in college are likely to be the assistant and associate professors who are seeking promotion." Advocates greater separation of undergraduate and graduate schools. "The professors in undergraduate departments will be employed as teachers and will be paid as teachers. . . . The Graduate School will employ its staff as research professors."

1148. ——— The College Professor as Teacher. *Sch. & Soc.*, 372-375, Oct. 25, 1958. (*Author:* See No. 1147.)

Quotes William James regarding Ph. D. as a qualification for college teaching: "In reality it is but a sham, a bauble, a dodge, whereby to decorate the catalogs of schools and colleges." States that "the criticism of the Ph. D. as a preparation for teaching in colleges is that it implies that if a person knows a subject, he can teach it—a false and dangerous assumption."

1149. Davidian, Elizabeth Virginia. *The Comparability of the Ratings of Teacher Graduates at a Selected Teachers College by Training Supervisors and School Employers.* Ann Arbor: University of Michigan, 1954. 131 p. Abstract in *Diss. Abstracts*, 14: 641–642, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on study of 406 graduates of Minnesota State Teachers College, Mankato, 1947–1952. Used 406 ratings by supervisors of student teachers and 882 judgments of subsequent employers. "A significant difference between the supervisors' and employers' ratings was found."

1150. Diekhoff, John Siemon. Let Mr. Chips Fall Where He May. *Amer. Scholar*, 21: 275–282, July 1952. (*Author:* Associate Professor of English, Queens College, New York.)

A criticism of the exaggerated importance of "unusually significant personalities" as college teachers and defense of the significance of personal relationships between professors and students. "If we put proper value on the heavers of academic wood, upon teachers who are competent if not great, and if we organize our colleges to exploit the competence they possess, we may keep our confidence in our colleges."

1151. Dolan, Francis Henry. *The Preparation of Junior College Teachers.* Greeley: Colorado State College of Education, 1950. 198 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 12, p. 49–54. Summary in *Jun. Coll. Jour.*, 22: 329–336, Feb. 1952.

Unpublished doctoral dissertation (Ed. D.). Reports judgments on various aspects of preparation as expressed in questionnaires returned by 57 percent of 889 public and private junior college teachers in Illinois. Makes 19 specific recommendations for preparation of teachers in public junior colleges.

1152. Donnelly, Thomas C. Who Is a Good Professor? *Jour. Higher Educ.*, 22: 304–309, 343, June 1951. (*Author:* Dean, College of Arts and Sciences, University of New Mexico.)

In addition to stating a variety of general qualifications, author emphasizes the importance of training resulting in a Ph. D. degree, stimulating teaching ability, lack of excessive specialism, and sense of responsibility for the general conduct of the college of which he is a part.

1153. **Dougherty, Nathan W.** Professional Development of Engineering Teachers. *Jour. Eng. Educ.*, 43: 307–313, Dec. 1954. (*Author:* Dean of Engineering, University of Tennessee; President, American Society for Engineering Education.)

Inspirational address at banquet of Young Engineering Teachers, Jan. 14, 1954. Main topics: Love for teaching essential, biographical approach, good teachers rare, recognition, and flight of human imagination.

1154. **Douglass, Paul Franklin.** Irving Babbitt: America's Best Remembered Teacher. *Improv. Coll. & Univ Teach.*, 6: 6–9, Winter 1958. (*Author:* Director, Rollins College Center for Practical Politics; former President, American University.)

Discusses four characteristics of Irving Babbitt, who taught French literature at Harvard University for 41 years, "probably the greatest teacher America has known."

1155. **Downie, Norville M.** Student Evaluation of Faculty. *Jour. Higher Educ.*, 23: 495–496, 503, Dec. 1952. (*Author:* Associate Professor of Psychology, Purdue University, Indiana.)

Report on 16,000 faculty ratings by students at State College of Washington in 1949. Extensive analysis, made possible by use of IBM punched cards. Comparisons are reported by size of class, by rank and age of professors, by degrees held, by sex, and by length of service at the College.

1156. **Drake, Richard M.** A Seminar in College Teaching. *Sch. & Soc.*, 80: 26, July 24, 1954. (*Author:* Faculty member, University of Buffalo, N.Y.)

"For the past three years the writer has been the coordinator of a seminar in college teaching. . . . This seminar was designed as an orientation to college teaching, using the university as a laboratory. . . . Most senior participants were candidates for the Ed. D. or Ph. D. and were actually engaged in college teaching or were planning their education in that direction." Describes the content and methods of the seminar and states future plans for it.

1157. **Drucker, Arthur J.** *and* **Remmers, Herman H.** Do Alumni and Students Differ in Their Attitudes Toward Instructors? *Jour. Educ. Psych.*, 42: 129–143, March 1951. (*Authors:* (1) Not specifically identified; (2) Director, Division of Educational Reference; both of Purdue University, Indiana.)

"This current investigation was undertaken to test the hypothesis that students' ideas of what constitutes a good instructor change as the student grows older, by comparing student and alumni judgments of the same traits and instructors." Using the 10-point Purdue Rating Scale for Instructors, 92 instructors at Purdue University were rated by 138 alumni and 251 students. Sampling procedure is described and results are analyzed statistically. Conclusion: "This study has presented evidence that the judgments made by undergraduates of their instructors are valid ones in terms of permanence and maturity." Bibliography, eight titles.

1158. **Dunkel, Harold B.** Training College Teachers: A Progress Report from the University of Chicago. *Jour. Higher Educ.*, 29: 1–7, 57–58, Jan. 1958. (*Author:* Professor of Education, University of Chicago.)

"For the past twelve years or so, the University of Chicago, like a number of other institutions, has been making some special efforts in the training of college teachers. . . . We are now in the last year of a special five-year program, under subvention from the Carnegie Corporation. Since the program is far enough along for us to begin evaluation of it, and since it grew out of our experience with a number of earlier ventures in this area, a report of our experience may have some general utility." Describes in detail the Carnegie program for half-time fellowships for 10 students in last year of their work for the doctorate.

1159. **Duryea, E. D., Jr.** A Graduate Minor in College Teaching. *Sch. & Soc.*, 76: 167–168, Sept. 13, 1952. (*Author:* Faculty member, Oregon State College.)

An account of the development during 20 years of a program at Oregon State College, and description of its content and operation. "The minor program has attracted the interest of both faculty and students. More than 30 faculty members have participated in the original course on college teaching, and the student enrollment in the three basic courses averaged between 20 and 25 during 1951–52 academic year. In a very short time, the minor has become established as a part of the graduate curriculum." For comments by W. C. Korfmacher, see No. 1207.

1160. Eby, Kermit. I'll Take the Teacher—You Can Have the Gimmicks. *Assoc. Amer. Coll. Bull.*, 42: 431–437, Oct. 1956. (*Author:* Professor of Sociology, University of Chicago.)

Emphasizes the importance of the teacher. "On one of my recent tours I was shown a whole room full of the latest IBM machines. These machines, I was told, made record keeping easy. I was not terribly impressed because I believe that too many shiny new machines and too many new gadgets are spiritually subversive and debilitating. . . . It seems to me that the Union movement would be better served if there were fewer Philip Murray and William Green halls, and more Murray and Green scholarships for the sons and daughters of working men. . . . Great teachers, like great artists, have been traditionally far ahead of their world and of most of the people in it."

1161. Eells, Walter Crosby. Highest Earned Degrees of Faculty Members in Institutions of Higher Education in the United States, 1954–55. *Coll. & Univ.*, 34: 3–38, Fall 1958. (*Author:* Retired Professor of Education.)

"This study is based upon an analysis of a much greater number of faculty members in a far larger number of institutions than has ever before been made. For the first time it presents comparative data on a national scale separately for accredited and nonaccredited institutions. . . . It also uses two new types of analysis and presentation: (1) a measure of the average years of preparation of faculty members above the baccalaureate level; and (2) a classification of *institutions*, rather than of individuals, with reference to the proportion of doctorates on their faculties." Based on a study of almost 172,000 faculty members in more than 1,800 institutions of higher education. Data are presented in 10 graphs and 17 tables for institutions classified by accreditation status, control, type, size, and geographical location. Also for members of Association of American Universities, for institutions for higher education of women, and for institutions attended exclusively or predominantly by Negroes. Makes comparisons for many of these groups with data for 1939 and 1955.

1162. Elliott, Lloyd H. Problems in Improving College Teaching. *Educ. Outlook*, 7: 86–91, March 1953. (*Author:* Associate Professor of Education, Cornell University, New York.)

Discusses four "external factors" in the improvement of college teaching—recognition of importance of good teaching, freedom to teach, a manageable teaching load, and major undergraduate teaching the responsibility of mid-career faculty members. Also four "internal factors"—a professor must allow himself to become interested in his students, face the question of how students learn, keep his course up-to-date, and be mindful of his influence.

1163. Elman, Paul. Dear Old Golden Rule Days. *AAUP Bull.*, 40: 393–400, Autumn 1954. (*Author: Assistant* Professor of English, Northwestern University, Illinois.)

Points out various benefits derived from a year of fellowship study. "Fellowships are granted by the Fund for the Advancement of Education of the Ford Foundation on the novel principle that one's own work as a teacher will be improved by a year spent as a student, especially if the subject studied is other than one's own. . . . The fellowship year prevents one from confusing the cove in which one lives with the whole ocean."

1164. Emerich, Paul Henry. *The Background, Experience, President Status, and Self-Appraisal of the College Teacher of Education in Michigan.* Ann Arbor: University of Michigan, 1957. 193 p. Abstract in *Diss. Abstracts*, 18: 1346, April 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 668 faculty members in Michigan, Ohio, Wyoming, and Minnesota. More complete data furnished by 261 faculty members in the Michigan colleges. General conclusion: "College teachers of education are well qualified in terms of professional preparation and experience. There is a high level of satisfaction with the field of college teaching in education."

1165. Esposito, Patrick G. A Problem: Foreign-Born or American-Born Language Teachers in Our American Colleges. *Mod. Lang. Jour.*, 36: 93–95, Feb. 1952. (*Author:* Faculty member, Lafayette College, Pennsylvania.)

"The ideal college teacher must be composed of part of the foreign born and part of the American born." Discusses five essentials for the college language teacher—bilingual proficiency, knowledge of the American student, speaking mastery of the foreign language, residence abroad, and knowledge of the foreign literature, history, and civilization.

1166. Espy, R. H. Edwin. *The Religion of College Teachers: A Study of the Beliefs and Practices of Faculty Members in Protestant Church-Related Colleges in the United States.* New York: Association Press, 1951. xxi,216 p. Summary in *Christ. Educ.*, 33: 179–200, Sept. 1950.

"The origin of this book is a doctoral dissertation on 'The Religion of College Teachers' presented to the Faculty of Yale University in May 1950." Based on a questionnaire designed to secure data on college teachers' "attitudes regarding the relation of their religion to their work as teachers." Questionnaire was sent to all teachers of English, physics, and sociology-economics in 73 institutions of 29 denominations and answered by 440 or 60 percent of them. Results are reported under heads: faculty profile, faculty religion, faculty preparation, and shaping the future. Appendix gives text of the questionnaire, data on its distribution and interpretation, names of cooperating institutions, and reasons for positive and negative answers to 10 questions. Bibliography, 82 titles.

1167. Farber, Maurice L. *and* Bousfield, Weston A. College Teaching as a Profession: A Study of Students' Opinions at the University of Connecticut. *Jour. Higher Educ.*, 29: 70–72, Feb. 1958. (*Authors:* (1) Associate Professor of Psychology; (2) Head, Department of Psychology; both of University of Connecticut.)

Group of 87 juniors and seniors (60 men, 27 women) wrote answers to the questions: "If it were suggested to you that after graduation you prepare yourself to be a college professor, would your reaction to this plan tend to be favorable or unfavorable? What are your reasons for this decision." Of responses, 39 percent were favorable, 61 percent unfavorable. Implications and interpretations given.

1168. Faust, Clarence H. *The Fund for the Advancement of Education (Established by the Ford Foundation). A Report for 1952–1954.* New York: The Fund, 1954. 127 p. (*Author:* President of the Fund.)

Contains a section "The Improvement of Teaching" (p. 19–37), which describes the Fund's activities and grants for various purposes including teaching by television, college teaching interneships at 15 institutions, and fellowships for college teachers, "a continuation of this program bringing the total of awards as of 1954 to nearly one thousand."

1169. ——— Rising Enrollments and Effective Use of Faculty Resources. *Assoc. Amer. Coll. Bull.*, 48: 257–265, May 1957. (*Author:* See No. 1168.)

"About 40 percent of the members of present college faculties hold the Ph. D. degree. Unless there is some unforeseen expansion of graduate schools, the proportion is bound to be reduced to something like 20 percent in 1970." Discusses three types of independent study and use of television to make better use of college resources.

1170. Fellowships for Potential College Teachers: Woodrow Wilson Program Expanded. *Higher Educ.*, 13: 165, May 1957.

"An intensive nationwide effort to combat the mounting shortage of teachers in the Nation's colleges has been inaugurated by the Ford Fund with a $25 million appropriation for a large-scale extension and development of the National Woodrow Wilson Fellowship Program." Details reported.

1171. Ficken, Clarence E. Opportunity in College Teaching: Ways to Meet the Coming Shortage. *Jour. Higher Educ.*, 27: 266-273, 289, May 1956. (*Author:* Dean, Ohio Wesleyan University.)

Reviews various studies of need for additional college teachers, quoting from several of them. Urges increase in quality and prestige of college teachers as a means of attracting more young graduates. Quotes 10 requisites of a successful college teacher.

1172. Fishback, Woodson W. The Preparation and Selection of Beginning College Teachers. *Improv. Coll. & Univ. Teach.*, 2: 49–52, Aug. 1954. (*Author:* Associate Professor of Education, Southern Illinois University.)

"What makes a young college teacher succeed? What makes for unsatisfactoriness? What preparation does he need? How should he be selected?" Answers given on basis of an inquiry involving teachers in 276 colleges and universities. Bibliography, six titles. For comment by L. L. Rockwell, see *Improv. Coll. & Univ. Teach.*, 3: 17–18, Feb. 1955.

1173. Ford, Guy Stanton. Teacher and Taught. *AAUP Bull.*, 41: 476–488, Autumn 1955. Reprinted from *Emory*

Univ. Quart., date not stated. (*Author:* Executive Secretary, American Historical Association; President Emeritus, University of Minnesota.)

Address before Phi Beta Kappa chapter, Emory University, Georgia. "I have chosen to talk quite informally this evening on the topic of the teacher and the taught . . . and to inquire, partly by illustration, what makes a good teacher and who some of the good teachers were." Names many outstanding teachers and tries to determine some of their most significant characteristics.

1174. Foundation-Financed Activities Bearing Upon College Teaching. *Educ. Record*, 37: 153–162, April 1956.

"For a recent meeting of the Council's Committee on College Teaching, the Council staff prepared a brief descriptive summary of current or very recent projects related to various aspects of the 'college teaching problem' inclusive, primarily, of those which have enjoyed support of philanthropic foundations." Reports various projects supported by grants from Fund for the Advancement of Education, Ford Foundation, Carnegie Corporation of New York, General Education Board, Danforth Foundation, Russell Sage Foundation, and John Hay Whitney Foundation.

1175. FREEBURNE, CECIL M. A Practice Teaching Program for M. A. Candidates in Psychology. *Amer. Psych.*, 7: 22–23, Jan. 1952. (*Author:* Professor of Psychology, Bowling Green State University, Ohio.)

"In many junior colleges, colleges, and universities courses in psychology are taught by persons having only the M.A. degree, with no formal course in teaching methods, educational philosophy, or educational psychology. This paper describes briefly a limited practice teaching course which we have introduced into our M.A. program in psychology . . . and gives the reactions and recommendations of the students who have been affected by the course."

1176. FRENCH, SIDNEY J. The College Teacher: His Preparation and Performance. In Oklahoma Conference on Liberal Arts Education, *Proceedings*, 1956, p. 13–20. (*Author:* Dean, Rollins College, Florida.)

Reports in considerable detail results of a visit by a layman to several institutions to find the characteristics of successful college teachers. Tentative definition evolved: "I think of the good teacher as the man or woman of unusual effectiveness in conveying knowledge, enthusiasm, and curiosity from himself to others, whatever may be his personality or methods." Quotes a dozen professors interviewed in the study. Examples: "The universities don't give a damn about teaching. The tangible reward for good teaching is *zero*. No wonder there is so little of it;" and "The teaching of undergraduates by fledgling Ph. D.'s becomes more and more unfortunate."

1177. FRUMKIN, ROBERT M. *and* HOWELL, WILLIAM H. Effective College Teaching: A Preliminary Analysis. *Jour. Educ. Research*, 47: 683–693, May 1954. (*Authors:* Faculty members, (1) Ohio State University; (2) South Carolina State College.)

Describes method used for selecting one "effective professor" and one "ineffective professor." These two men were then studied in two ways—by ratings of graduate students and by their social histories. The 25-point "Missouri Criteria of Effective College Teaching" is reproduced and results of its use for each professor tabulated.

1178. GARWOOD, JOHN D. Attention! College Seniors. *Amer. Mercury*, 79: 66–68, Dec. 1954. (*Author:* Professor of Economics, Fort Hays State College, Kansas.)

Describes importance of a Ph. D. for a would-be college professor and the process of securing it. "Remember, what you want is a Ph. D. or a doctor's title. This is your meal ticket. . . . Dear reader, these men are not intellectual giants; they are ordinary mortals with average or a little more than average intelligence (my wife will vouch for this.)" Also discusses path to promotion through research, community service, or mere seniority.

1179. GLICKSBERG, CHARLES I. What Makes a Classroom. *Improv. Coll. & Univ. Teach.*, 5: 69–73, Summer 1957. (*Author:* Professor of English, Brooklyn College, N.Y.)

Summarizes many evaluations of qualities of college teachers by students at Brooklyn College. "In brief, the students stress heavily the importance of the teacher's personality."

1180. GRISWOLD, ALFRED WHITNEY. Better Men and Better Mousetraps. *Sat. Review*, 39: 9–11, 48–49, No. 10, 1956. (*Author:* President, Yale University.)

Suggests that money is not at the bottom of all our educational problems. Emphasizes the importance of raising the prestige of professors as well as their salaries.

1181. Hamlin, Norman E. Preference of Junior College Administrators Toward High School Teaching Experience. *Jun. Coll. Jour.*, 21: 236–239, Dec. 1950. (*Author:* Graduate student, Sacramento State College, California.)

Summarizes judgments of 43 heads of California junior colleges. Almost two-thirds of them preferred instructors with previous high school teaching experience. States reasons for these judgments.

1182. Hancock, C. Kinney. An Index of Educational Qualifications of a Faculty. *Science*, 116: 489, Oct. 31, 1952. (*Author:* Professor of Chemistry, A.&M. College of Texas.)

Proposes a formula which gives a weight of one for a bachelor's degree, two for a master's degree, and four for a doctor's degree, and compares educational qualifications of faculty members of two colleges over a 10-year period, using these weights to secure a numerical measure of the improvement of each faculty and of the superiority of one over the other. For use of somewhat similar plan, see No. 1161.

1183. Hansen, Henry P. The Graduate Minor in College Teaching at Oregon State College. *Educ. Record*, 34: 278–279, July 1953. (*Author:* Dean, Graduate School, Oregon State College.)

"The premises upon which the college teaching minor is predicated is as follows: (1) A department in which students may qualify for advanced degrees has the responsibility of preparing students for teaching as well as for research; (2) programs for the preparation of teaching are properly worked out in terms of higher education; (3) the graduate school gives leadership in the development of standards for teaching preparation and the coordination of the activities of the department in a common function." Describes the core program of five courses leading to 15 hours of credit.

1184. Hard, Frederick. Academic Training of College Teachers. *Educ. Record*, 37: 299–302, Oct. 1956. (*Author:* President, Scripps College, California.)

"I shall endeavor to summarize as succinctly as possible three recent developments in the field of graduate education that may have a significant bearing upon the academic training of college teachers. . . . (1) the graduate interneship program; (2) three experimental programs in graduate studies at Vanderbilt University, at Stanford University, and at a group of seven colleges in Southern California, respectively; and (3) a statement about the activities of an informal Committee of Fifteen which has been addressing itself for the past 18 months to a number of these problems."

1185. Hastings, William T. Strait Is the Gate. *Amer. Scholar*, 27: 70–78, Winter 1957–58. (*Author:* Professor of English Emeritus, Brown University, Rhode Island.)

Address at Dickinson College, Pennsylvania, as one of the James Henry Morgan Lectures on College Teaching. Discusses characteristics of a successful college teacher, including bookishness, sense of proportion, appreciation of youth, and love of truth.

1186. Hedges, William Depew. *Doctoral Candidates at George Peabody College for Teachers from 1919–1950.* Nashville, Tenn.: George Peabody College for Teachers, 1958. 355 p. Abstract in *Diss. Abstracts*, 19: 2865, May 1959.

Unpublished doctoral dissertation (Ed. D.). Based on college records and questionnaire responses from 456 individuals of whom 325 had earned the Ph. D., 131 had not. Latter group stated reasons for not completing work for their degrees. Of the former group, more than two-thirds were holding professorial rank. Little research had been done by either group since leaving the college.

1187. Henderson, Leon N. An Internship in Junior College Teaching. *Jun. Coll. Jour.*, 27: 388–395, March 1957. (*Author:* Professor of Secondary Education and Junior College Consultant, University of Florida.)

Describes in detail interneship program in junior college teaching as it has operated at University of Florida for 8 years.

1188. Hetenyi, Laszlo Joseph. Who Will Teach the General-Education Student? *Jour. Higher Educ.*, 29: 141–148, 176, March 1958. (*Author:* Associate Professor of Logic and Humanities, University of Florida.)

An outline of the desired preparation and desirable attitudes of such college and university teachers and discussion of some of the problems in securing them.

1189. Hillway, Tyrus. Professional Preparation of College Teachers. *Jour. Teach. Educ.*, 3: 306–307, Dec. 1952.

(*Author:* Associate Professor of Education, Colorado State Teachers College.)

Based on questionnaire responses from 124 deans of American graduate schools. "The questionnaire attempted to discover how many of the graduate schools (1) regard the preparation of effective teachers as one of their primary purposes; (2) require students who plan to become college teachers to complete courses in principles, methods, or problems of college teachers; (3) offer prospective college teachers an opportunity to learn something of the principles, methods, and problems of college teaching without requiring them to complete courses on the subject; and (4) provide for an academic minor (or its equivalent) in college teaching." Gives names of 28 institutions in the fourth group.

1190. HOUGHTON, DONALD E. A Ph. D. for Junior College Teachers in the Social Sciences and the Humanities. *Jun. Coll. Jour.*, 23: 225–228, Dec. 1952. (*Author:* Former Instructor, Centralia Junior College, Washington.)

"After the junior college teacher has taken his master's degree, what shall he do? If he wishes to continue his graduate work and yet remain in junior college teaching, he has three possibilities, none of which is satisfying to many teachers: (1) He may go on to a Ph. D. in Education; (2) he may take a Ph. D. in the subject he is teaching; or (3) he may take various graduate courses which strengthen his background in the subject or subjects he is teaching." Proposes instead establishment of a broad course leading to a Ph. D. in American Civilization which "would seem to be well adapted to the needs of many junior college instructors." States four advantages of such a degree.

1191. HOWARD, J. GORDON. Ohio Enlists Future Teachers. *Assoc. Amer. Coll. Bull.*, 42: 537–538, Dec. 1956. (*Author:* President, Otterbein College, Ohio.)

"The Ohio College Association is trying to meet the need for future college and university teachers in a practical way." Report of one state and five regional conferences in Ohio attended by faculty members and students. Topics considered, by addresses and panel discussions: Importance of College Teaching, Why I Chose to Be and Remain a College Teacher, The Growing Needs for Teachers, Adequate Preparation for College and University Teaching, What Constitutes Good College Teaching.

1192. HULTZEN, LEE S. Communists on the University Faculty. *Jour. Higher Educ.*, 21: 423–429, 449, Nov. 1950. (*Author:* Professor of Speech, University of Illinois.)

"To the student in a democracy the danger from a teacher who is a Communist lies in the mental lethargy by which the student accepts ideas stated with authority. The democratic teacher's function is to arouse the student's alertness so that he evaluates ideas before accepting them."

1193. ISENBERG, MEYER W. The Professor in the University. *Jour. Gen. Educ.*, 101–111, Jan. 1956. (*Author:* Associate Professor of Humanities, The College, University of Chicago.)

Discusses various types of universities and necessary adjustments of the professors working in them.

1194. JACKSON, FREDERICK H. The New Teacher in the Arts College. *Jour. Higher Educ.*, 23: 185–190, 227, April 1952. (*Author:* Instructor in History, University of Illinois.)

Proposes two major degrees for graduate schools interested in better preparing men as teachers for liberal arts colleges. "The doctoral program I envision for the college teacher would emphasize breadth of preparation in the candidate's field and would include substantial work in allied fields. . . . But woe unto the graduate schools that do nothing."

1195. KARCH, JACQUELINE QUIGLEY. *Characteristics of Women Teachers of Education in Institutions of Higher Learning in the United States of America.* St. Louis, Mo.: Washington University, 1956. 267 p. Abstract in *Diss. Abstracts*, 17: 796–797, April 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 860 women teachers. Covers (1) personal background, (2) preparation and experience, and (3) present employment, including rank, part-time or full-time status, and satisfaction with position.

1196. KELLEY, CLAUDE. *Qualifications Determining Selection and Promotion of College Teachers of Education, 1950–51.* Bloomington: Indiana University, 1953. 206 p. Abstract in *Diss. Abstracts*, 14: 57–58, Jan. 1954. Abstract also in the Indiana University School of Education, *Studies in Education*, 1953, (Thesis Abstract Series No. 5, 1954), p. 67–72.

Unpublished doctoral dissertation (Ed. D.). Based on study of the literature, questionnaires returned by 83 representative departments and schools of education, and analysis of qualifications of 149 new college teachers of education. Recommends minimum standards in terms of training, experience, and qualifications—separately for each faculty rank.

1197. Kerekes, Frank. What Program for Young Instructors? *Jour. Eng. Educ.*, 41: 454–461, April 1951. (*Author:* Assistant Dean and Professor of Civil Engineering, Iowa State College.)

Discusses becoming a good engineer, becoming an effective teacher (including 15 specific suggestions), and becoming a leader of men.

1198. Kershner, Frederick D., Jr. Career Problems of Instructors in General Education. *Jour. Gen. Educ.*, 9: 146–151, April 1956. (*Author:* Associate Professor of History, Ohio University.)

Considers the training necessary for successful participation in the college general education course. "How much retooling does it take to manufacture an honest, well-equipped general education teacher out of the crude ore of a specialized historian?" Conclusion: "If the general education program of today is to have a fair trial it . . . must possess a sizable core of sympathetic supporters. And it must be taught by men who believe in it, crusade for it, and can make it come alive."

1199. Kidd, Rex C. *The Improvement of the Pre-Service Education of Undergraduate College Teachers.* Gainesville: University of Florida, 1951. Brief summary in *Clear. House*, 27: 336, Feb. 1953.

Unpublished doctoral dissertation (Ed. D.). Based on statements by 518 college faculty members in all parts of the country concerning 11 selected problems which had caused them difficulty in their first year of college teaching. More than half stated that lack of preparation for college teaching was their greatest difficulty.

1200. ——— Improving Preservice Education of Undergraduate College Teachers. *Jour. Teach. Educ.*, 3: 53–57, March 1952. (*Author:* Faculty member, Florida State University.)

Based on author's doctoral dissertation (No. 1199) but states it summarizes questionnaire responses from 561 teachers in seven institutions representing 52 teaching fields, who report six types of difficulties experienced by beginning college teachers. A majority of them favor some type of interneship for college teachers. Makes 13 recommendations for improvement in preparation of college teachers.

1201. Kinerson, Kendall Scott. *A Study of the Academic and Professional Preparation of Junior College Teachers of Physical Sciences.* East Lansing: Michigan State University, 1957. 194 p. Abstract in *Diss. Abstracts*, 19: 93, July 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 186 junior college teachers of physical sciences in 124 junior colleges in 37 states, and on recommendations from 104 administrators in same colleges and from 38 national authorities in junior college education.

1202. King, Rachel H. Training Teachers of General Education. *Jour. Higher Educ.*, 21: 406–409, Nov. 1950. (*Author:* Northfield School for Girls, Massachusetts.)

"The real problem before us is to discover some techniques for educating the broadly trained teacher in an educational system at present dominated by the Ph. D. degree with its emphasis on intensive scholarship. . . . I would suggest that the degree of Doctor of Humane Letters be made an earned rather than an honorary degree; and that it be conferred upon the successful completion of three Masters' degrees in three different fields, taken in two universities."

1203. Klapper, Paul. Professional Preparation of the College Teacher. *Jour. Gen. Educ.*, 3: 228–244, July 1949. (*Author:* President Emeritus, Queens College, New York.)

"The proposals for improving the quality of college teaching in this article are an outgrowth of a more comprehensive study that was undertaken in the changes that have been forced upon liberal arts colleges by controlling circumstances of the time." Based upon visits of 2 or 3 weeks to "six large universities enjoying enviable reputations." Three-quarters of the author's time was spent in visiting classes, one-quarter in faculty conferences. Gives a list of 15 incisive questions asked at the conferences. Conclusion: "The visits to lecture halls, classrooms, and laboratories disclose impelling reasons for (1) better preparation of graduate students for the serious business of teaching young students of college grade, and

(2) the definite necessity of undertaking an in-service program designed to improve the quality of instruction."

1204. Knauth, E. Frederic. Students View Their University. *Sch. & Soc.*, 84: 73–75, Sept. 1, 1956. (*Author:* Faculty member, New York University.)

Report of judgments of 326 undergraduates and 169 graduates to a series of questions about conditions at New York University, including qualifications of the faculty and teaching methods. Compares the judgments of the two groups.

1205. Koenker, Robert H. Practices of Colleges and Universities Concerning Graduate Training of Faculty Members Within the Employing Institutions. *Teach. Coll. Jour.*, 22: 50, 63–64, Dec. 1950. (*Author:* Professor of Education, Ball State Teachers College, Indiana.)

"The purpose of this study was to discover the practice of institutions of higher learning relative to granting full-time faculty members the privilege of obtaining an advanced degree from the employing institution . . . or taking graduate courses from the employing institution to be applied on an advanced degree at another institution." Based on questionnaire responses from 79 institutions offering graduate work leading to doctors' degrees. Finds that 63 institutions permit their own faculty members to secure advanced degrees from them.

1206. Koos, Leonard V. Preparation for Community College Teaching. *Jour. Higher Educ.*, 31: 309–317, June 1950. (*Author:* Professor of Secondary Education Emeritus, University of Chicago.)

Makes numerous recommendations "based upon information supplied by the teachers in about 50 local public junior colleges in the Midwest, the South, and California." Recommends preparation for teaching in two or more fields, preparation for activities of nonintellectual character, securing the Master's degree, and taking an adequate number of courses in education. Bibliography, six titles.

1207. Korfmacher, William C. Graduate School—Last Citadel. *Sch. & Soc.*, 77: 257–259, April 25, 1953. (*Author:* Faculty member, St. Louis University, Missouri.)

Comments occasioned by article by E. D. Duryea, No. 1159. Expresses vigorous opposition to any professional work in education in the graduate school. "Graduate-faculty instructors in the humanities may well resent attempts to force into curricula already crowded formal courses in education, specific programs in teacher education and preparation. . . . There is no room for a 'minor in college teaching,' even if some theoretical justification for such a program could be made."

1208. Langsam, Walter C. Religion in the Life of the College Professor. *Assoc. Amer. Coll. Bull.*, 43: 349–355, May 1957. (*Author:* President, University of Cincinnati, Ohio.)

"As a historian as well as an administrator, I firmly believe that a person who wishes to be regarded as well-educated or well-rounded must have an appreciation of religious values, not only in college life but in life as a whole." States reasons for his belief and applies them particularly to college professors.

1209. Langsdorf, William B. The Preparation of the Academic Teacher—Problems of Depth and Breadth. *Jun. Coll. Jour.*, 29: 24–28, Sept. 1958. (*Author:* President, Pasadena City College, California.)

States that "the junior college administrators of California recently indicated in a poll that at least ten units, possibly more" of the preparation of junior college teachers should be in professional courses in education. Advocates a master's degree or more in subject-matter teaching field, but questions seriously desirability of Ph. D. degree.

1210. Lawson, Strang. An Internship for College Teachers. *Jour. Higher Educ.*, 21: 409–410, 448–449, Nov. 1950. (*Author:* Faculty member, Colgate University, New York.)

"For the last four years, Colgate University has had in operation an apprenticeship system for college and secondary-school teachers, combining individualized graduate education with practical interneship in teaching." Describes the plan and states regarding it five "preceptorial features that have proved of value to our M.A. graduates now engaged in teaching."

1211. LeFevre, Perry. *The Christian Teacher: His Faith and His Responsibilities.* New York and Nashville, Tenn.: Abingdon Press, 1958. 176 p.

Covers the vocation of the Christian teacher and his methodology in relation to his own discipline, to the humanities, to the social sciences, to the natural sciences, to counseling, and to the college community.

Selected readings, 45 titles. Review by J. A. Hutchison, *Teach. Coll. Record*, 60: 468–469, May 1959.

1212. Levy, Leonard. *The Preparation of Community College Teachers.* Austin: University of Texas, 1957. 273 p. Abstract in *Diss. Abstracts*, 18: 512–513, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "This is a pilot study, intended as an aid to the development of objectives for the specialized curriculum related to the preparation and training of community college instructors. The material was gathered from two primary sources of data: teachers functioning in a community college and teachers engaged in the preparation of junior and community college instructors." Latter group consisted of "the 14 colleges and universities listed by the American Association of Junior Colleges as providing work in this field, . . . contacted by means of a questionnaire."

1213. Lovell, George D. *and* Haner, Charles F. Forced-Choice Applied to Faculty Rating. *Educ. & Psych. Meas.*, 15: 291–304, Autumn 1955. (*Authors:* Faculty members, Grinnell College, Iowa.)

"This study is concerned with a forced-choice type of rating scale to measure student evaluation of faculty members as teachers. It is concerned strictly with items considered as important characteristics of faculty members by students and is based on essays written by 100 Grinnell College seniors describing their 'best' and 'worst' college teacher."

1214. McAvoy, *Rev.* Thomas T. The Myth of the Great Teacher. *Cath. Educ. Review*, 56: 361–367, Sept. 1958. (*Author:* Head, Department of History, University of Notre Dame, Indiana.)

"I have been bothered by the persistent notion among many Catholic educators that the essence of great education is a great teacher. . . . I would like to make an earnest protest against this myth. . . . This myth of a great teacher has been a very harmful one to American education."

1215. McCoy, Pressley C. The Danforth Teacher Study Grant Program. *Educ. Record*, 38: 368–370, Oct. 1957. (*Author:* Assistant Director, Danforth Foundation.)

Describes major objectives and methods of the Danforth Foundation. "Since 1954, when this program was first established, 169 teachers have been provided with the means of devoting one full year toward the completion of their Ph. D.'s."

1216. McCutcheon, Roger P. The Preparation of College Teachers. *Grad. Jour.*, 1: 139–143, Fall 1958. (*Author:* Southern Coordinator, National Woodrow Wilson Fellowship Foundation; formerly, Dean, Tulane University, Louisiana.)

"Can room be found in the Ph. D. program for some training, apprenticeship or otherwise, for the 65 percent of the candidates who are going into college teaching, without endangering the admitted excellence of the present product and without prolonging the time required for the degree?" Answer: "The present writer believes that it is possible to improve our Ph. D. training in this respect, and without any serious loss. In this article, I offer some reasons for this belief and suggest the need for immediate action."

1217. McKeachie, William J. Student Ratings of Faculty: A Research Review. *Improv. Coll. & Univ. Teach.*, 5: 4–8, Winter 1957. (*Author:* Professor of Psychology, University of Michigan.)

Reviews more than a score of researches in the field in past 35 years. Finds that about 40 percent of American colleges have used them, and that their use is increasing. Bibliography, 29 titles.

1218. Magalaner, Marvin. A Modest Proposal for Better College Teaching. *Educ. Forum*, 19: 289–291, March 1955. (*Author:* Assistant Professor of English, City College, New York.)

"I propose that colleges require from all inexperienced applicants for teaching jobs at least one semester of teaching at the high school level." For reply by G. Wagner, see No. 1266.

1219. Marshall, Max S. Academic Noblese Oblige. *Improv. Coll. & Univ. Teach.*, 2: 7–10, Feb. 1954. (*Author:* Professor of Microbiology, University of California.)

"This is a discussion of a blind spot which exists rather often in the professional conscience these days. It arises from a natural confusion of authority and responsibility. . . . The expert on the campus carries a double obligation. He is supposed to seek the truth without error or bias, though that is asking too much of any man; and he is obligated to create no false impressions in any one who gives him trust."

1220. ——— Is Teaching a Profession? *Improv. Coll. & Univ. Teach.*, 5: 88–92, Autumn 1957. (*Author:* See No. 1219.)

"Herein I propose to analyze the meaning of 'Profession' in some reasoned degree, after which an effort will be made to weigh our occupation, teaching, in terms of its meaning. . . . A teacher is in a good spot to become a professional person."

1221. Martin, Clyde V. How to Become a Stand-Out College Teacher. *Jun. Coll. Jour.*, 25: 392–394, March 1955. (*Author:* Instructor in Psychology and Sociology, El Camino College, California.)

States and discusses "five cardinal guides to effective college teaching."—establish yourself as an eccentric, build yourself up, undermine your colleagues, take examinations lightly, and recognize the administration for what it is—your enemy.

1222. Maslow, Abraham H. *and* Zimmerman, John E. College Teaching Ability, Scholarship Activity, and Personality. *Jour. Educ. Psych.*, 47: 185–189, March 1956. (*Authors:* (1) Faculty member, Brandeis University, Massachusetts; (2) Faculty member, San Diego State College, California.)

"The question we tried to answer was, 'Is creativeness (research activity in the field, writing) in a college teacher positively or negatively correlated with goodness of teaching?'" Based on faculty ratings and student ratings of 84 faculty members at "a large municipal college with very high intellectual and academic standards during the years 1943–1946."

1223. Mills, James Alexander. *An Investigation of the Place of Certain Skills, Concepts, and Attitudes in the Pre-Service Professional Training of Teachers for Liberal Arts Colleges.* New York: New York University, 1953. 149 p. Abstract in *Diss. Abstracts*, 13: 1046, No. 6, 1953.

Unpublished doctoral dissertation (Ed. D.). Based chiefly on questionnaire responses from 108 college instructors, 138 college administrators, 77 graduate school administrators, and 26 other specialists in higher education. Claims that "this study offers to graduate school administrators positive suggestions for improving present methods of preparing college teachers."

1224. Morton, Richard K. Preface to Improved Teaching. *Improv. Coll. & Univ. Teach.*, 7: 84–85, Summer 1959.

States that reason for ineffectiveness in teaching may be, not lack of subject mastery but because a man is ineffective in his understanding of himself and of life.

1225. Motto, Joseph. *An Investigation of Some Personality Correlates of Empathy in College Teachers.* Ann Arbor: University of Michigan, 1958. 165 p. Abstract in *Diss. Abstracts*, 19: 732, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of 20 teachers in "a small, private, liberal arts college." Finds that "the results indicate that members of the high empathy group differed from the lows" in seven personality characteristics.

1226. My Favorite College or University Teacher. *Improv. Coll. & Univ. Teach.*, 3: 78–83, Nov. 1955.

"Students in a graduate seminar in College and University Teaching were asked: 'Please write a description of the college or university teacher you rate highest from the standpoint of the greatest significance to you as an undergraduate or graduate student. . . . Try to convey *why* you rate this person as you do. Do not sign your name.' As a result, 26 graduate students, in the following paragraphs, pay tribute to the memory of 26 teachers who tutored and inspired them."

1227. Nason, John W. God Send Us Men. *Jour. Higher Educ.*, 21: 403–406, Nov. 1950. (*Author:* President, Swarthmore College, Pensylvania.)

Discusses qualifications sought by college presidents in searching for good teachers. "What are the minimum qualifications? I think they are four, which I find impossible to rank in order of importance. All are essential. . . . The first is scholarship. . . . The second is that he be able to teach. . . . In the third place, colleges want teachers who are concerned with the problems of liberal education. . . . The fourth qualification is that teachers be healthy and exciting human beings."

1228. Norris, Louis William. The Professor as a Leader. *Sch. & Soc.*, 86: 83–84, Feb. 15, 1958. (*Author:* President, MacMurray College, Illinois.)

"Through whatever gate the professor enters teaching, to succeed he must be a leader. A teacher will not succeed in arousing a student to think about the subject unless he thinks about it himself." States and amplifies five characteristics of the successful professor.

1229. Orleans, Jacob S. Selection, Guidance, and Pre-Service Preparation of Students for College Teaching. *Review Educ. Research*, 22: 228–232, June 1952. (*Author:* Faculty member, City College, New York.)

Review of recent studies in the fields of supply and demand, selection, and preservice training and guidance. Bibliography, 31 titles.

1230. Partch, Clarence E. Status of Faculty Members as Degree Candidates in the Employing Land-Grant College or State University. *Sch. & Soc.*, 72: 246–248, Oct. 14, 1950. (*Author:* Dean, School of Education, Rutgers University, New Jersey.)

Based on questionnaire replies from 85 institutions. "These data seem to indicate that Land-Grant colleges and State universities in the United States permit faculty members to be candidates for advanced degrees in the employing institutions. To a large extent this privilege is dependent on the rank held by the candidate."

1231. Patton, Rollin M. *and* Meyer, Priscilla R. A Forced-Choice Rating Form for College Teachers. *Jour. Educ. Psych.*, 46: 499–502, Dec. 1955. (*Authors:* Faculty members, University of Akron, Ohio.)

"Over 225 colleges and universities are now using student ratings of instructors, and at last count, another 284 were considering it or had definite plans made. Faculty resistance to such plans is well known." States three common objections. "The purpose of this study was to produce a scale which would answer some or all of these objections. . . . A scale of the forced-choice type shows ability to discriminate good and poor teachers with very little overlapping. It is believed that such a scale . . . can answer faculty complaints that student ratings are too general, too carelessly made, or too embarrassing." Bibliography, seven titles.

1232. Perhins, Dexter. And Gladly Teach. *Amer. Hist. Review*, 62: 291–309, Jan. 1957. (*Author:* Senior Professor of American Civilization, Cornell University, New York; President, American Historical Association.)

Presidential address, St. Louis, Mo., Dec. 29, 1956. "A large proportion of the members of the American Historical Association are college teachers. Yet in seventy-six years of the history of this organization no presidential address has directly dealt with the central function of our profession. . . . No president of the Association has ever addressed himself directly to the problem of college teaching. I propose tonight to do this." Conclusion: "I believe that the greatest challenge facing historians today is the challenge of the classroom. To meet it we shall have to give to teaching a higher place in our scale of values than we do today."

1233. Phillips, D. (*Pseud.*) Reflections of a Young Teacher. *Jour. Gen. Educ.*, 7: 9–16, Oct. 1952. (*Author:* "D. Phillips' identity is hidden among the rejection slips from *Harpers*, the *Atlantic*, *Yale Review*, and the *American Scholar*.")

"Three years ago the University of —— threw the velvet over my shoulders and proclaimed me learned. Without hardly any evidence to go on . . . they pronounced me qualified to teach English in any college or university that would have me. Well, I knew practically nothing. In addition to my general ignorance, which was profound, I was especially ignorant about the one subject they publicly proclaimed me master of: I did not know even the rudiments of my future job as an English teacher."

1234. Punke, Harold H. Academic Qualifications of Junior College Faculties. *Jun. Coll. Jour.*, 23: 366–379, March 1953. (*Author:* Professor of Education, Alabama Polytechnic Institute.)

Based on study of catalogs of 337 junior colleges from which "an analysis of faculty preparation was made in terms of size and type of control of the institution, geographical regions in which they are located, degrees held by faculty members, sex of faculty members, and location of the institutions which awarded the degrees held by the faculty." Data are presented in four extensive tables.

1235. Quill, Lawrence L. A Doctorate Program for College Teachers. *Jour. Chem. Educ.*, 29: 570–572, Nov. 1, 1952. (*Author:* Professor of Chemistry, Michigan State College.)

Reports in some detail professional courses in education available for Ph. D. candidates at Oregon State College and Michigan State College. Advocates that prospective college teachers have the opportunity for some training in education. "A brief indoctrination about the nature of the college student, the American college and university, and college teaching would be most valuable. Six semester hours would be sufficient."

1236. **Rassmussen, H. R.** Responsibility of the Christian Professor on the State University Campus. *Christ. Scholar*, 38: 298–304, Dec. 1955. (*Author:* Minister, University Presbyterian (All-Student) Church, Purdue University, Indiana.)

States and discusses seven responsibilities of the Christian professor: to be a competent teacher, to see his teaching as a vocation to which he has been called by God, to take a personal interest in every student, not to stay away from the question 'what does it all mean?', to state and label clearly his value-position, to be humble, and always to be hopeful and radiate hopefulness.

1237. **Riley, John W., Jr.; Ryan, Bryce F.;** *and* **Lifshitz, Marcia.** *The Student Looks at His Teacher: An Inquiry Into the Implications of Student Ratings at the College Level.* New Brunswick, N.J.: Rutgers University Press, 1950. xi,166 p. (*Authors:* Faculty members, Department of Sociology, Rutgers University, New Jersey.)

Extensive study of reactions of almost 7,000 students at Brooklyn College, under grant from Carnegie Corporation of New York. "The volume is arranged in four parts. Part I describes the role of the professor, and discusses the nature of student-teacher relationships. Part II reviews the theory and practice of student evaluation and outlines their application on one campus [Brooklyn College]. Part III presents the empirical findings of the study in terms of both student expectations and the actual ratings. Part IV shows how the teachers themselves reacted to the student evaluations, how such results may be translated into better teaching, and something of the research that yet needs to be done."

1238. **Roblee, Dana Bush.** *A Career Line Study of the Professorship in Teacher Education Institutions.* Washington, George Washington University, 1956. 690 p. Abstract in the George Washington University, *Summaries of Doctoral Dissertations*, 1956, p. 154–158.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 808 faculty members in 267 institutions who had entered on their duties in the 5-year period from 1950–51 to 1954–55. Also summarizes courses for college teachers as given at Chicago, Syracuse, Michigan State, Wayne, Ohio State, Oregon State, Wisconsin, Nebraska, and Stanford universities.

1239. **Robson, John B.** Certification of College Teachers. *Peabody Jour. Educ.*, 35: 352–357, May 1958. (*Author:* Faculty member, Northwestern State College of Louisiana.)

Deplores that a group of 2½ million or more teachers are "totally without professional regulation."

1240. **Rockwell, Leo L.** Whence and Whither the Ph. D.? *Sch. & Soc.*, 84: 107–109, Sept. 29, 1956. Condensed in *Educ. Digest*, 22: 35–37, Jan. 1957. (*Author:* Professor of English, Colgate University, New York.)

Traces development of the degree for Americans from the first earned one in Germany in 1817, and first honorary one in 1852, to the present. "A salutary change would be to restrict the Ph. D. to those who are likely to continue research and to establish other degrees for those who want to teach. . . . . It would almost certainly render our present confusion less confounded." For comment by W. C. Eells, see *Sch. & Soc.*, 85: 74–75, Mar. 2, 1957.

1241. **Rugg, Harold.** *The Teacher of Teachers: Frontiers of Theory and Practice in Teacher Education.* New York: Harper & Bros., 1952. x,308 p. (*Author:* Professor of Education Emeritus, Teachers College, Columbia University.)

"This is a book about the Teacher of Teachers in America and this is the principal thesis: Theoretically, in a democratic society, the Teacher of Teachers should prove to be a man whose resources match the penalties of leadership." Developed in eight chapters in three major parts: (1) Leader or Follower? (2) The Creative Path. (3) Frontiers of Theory and Practice. Appendix (p. 277–298), "A Selected Library for the Teacher of Teachers," lists a large number of readings "for those who are deeply concerned with the present crisis in our culture, and commit themselves to doing something about it through education." Reviews by F. G. Watson, *Harvard Educ. Review*, 22: 278–279, No. 4, 1952; by H. S. Ganders, *Nation's Schools*, 51: 86, May 1953; by W. H. Burton, *Sch. Review*, 61: 54–55, Jan. 1953; and by B. O. Smith, *Teach. Coll. Record*, 54: 345–346, March 1953.

1242. **Ruja, Harry.** A Student-Centered Instructor Rating Scale. *Educ. Adm. & Sup.*, 39: 209–217, April 1953.

(*Author:* Faculty member, San Diego State College, California.)

"The process of constructing an instructor rating scale designed to serve as a measure of student feeling toward instructors has been described. Tentative norms are provided. The scale is highly reliable, as indicated by a split-half coefficient of reliability of .969. Each item is consistent with the scale as a whole." The complete scale (Copyright 1953) consisting of 90 items, each to be judged in one of five different ways, is reproduced.

1243. RYAN, STEPHEN P. The College Teacher. *Cath. Educ. Review,* 55: 389–396, Sept. 1957. (*Author:* Chairman, Department of English, Xavier University, Louisiana.)

Discusses supply and demand, salaries and other compensations, prolonged preparation, academic "red-shirting," students and specialization, academic freedom, and startling surprises. Conclusion: "After all, there is really only one reason why college teachers remain college teachers, and it is a simple and adequate reason: they would be absolutely unhappy doing anything else. This defies analysis and needs none."

1244. SCHUBERT, DELWYN G. Traits and Qualities in My College Teachers I Have Liked. *Peabody Jour. Educ.,* 31: 97–98, Sept. 1953. (*Author:* Faculty member, Los Angeles State College of Applied Arts and Sciences, California.)

One hundred college students were asked to write on the subject of the title above. Eight traits and qualities, mentioned most often, are summarized in order of frequency. Highest rank: "Interest in the student as an individual."

1245. SCOTT-CRAIG, THOMAS S. K. Four Contrasted Professors. *Christ. Scholar,* 36: 127–130, June 1953. (*Author:* Professor of Philosophy, Dartmouth College, New Hampshire; on leave as Chairman of Committee on Faculty Work of the Episcopal Church.)

Describes four hypothetical professors at "Central College,"—the Seminarian, whose work is "correct but unfruitful," the Rotarian, whose work "must be said to be both unfruitful and incorrect," the Imaginative Agnostic, who may be "totally incorrect but is eminently fruitful," and the Churchman, "who approaches at least our ideal Episcopalian, being both correct and fruitful. God bless him."

1246. SCRUGGS, MARGUERITE. Why I Waited to Take My Master's Degree. *Jour. Home, Econ.,* 49: 121, Feb. 1957. (*Author:* Graduate student, Iowa State College.)

"I am still sure that graduate study following a few years of teaching was made much more meaningful to me than it would have been had I had no experience."

1247. SEIDLIN, JOSEPH. Tolerable Differences. *Lib. Educ.,* 45: 263–267, May 1959. Also in *Jour. Teach. Educ.,* 10: 178–181, June 1959. (*Author:* Dean, Graduate School, Alfred University, New York.)

Discusses the need for some training in methodology, not only in teacher education institutions, but in medical schools and other professional schools. "Perhaps the single inescapable responsibility of professional educators is to develop courses of study for teacher preparation so strikingly functional and valid that only a genius or a quack would dare teach without such preparation."

1248. SHANNON, J. R. Teaching and Research: Is There a Dichotomy? *Teach. Coll. Jour.,* 25: 20–21, Nov. 1953. (*Author:* Faculty member, Sacramento State College, California.)

Describes a State college "in the Upper Mississippi Valley" in which the outstanding research scholar was also ranked highest by the students as a teacher. Discusses some earmarks of successful college teaching, such as enthusiasm, broad scholarship, and wholesome personality, to all of which research may contribute significantly. "Although adequate statistical data are not at hand to support a conclusion, some scanty data indicate that the alleged dichotomy between teaching excellence and research is a myth."

1249. SIEG, LEE PAUL. Who Are the Good Teachers? *Penn. Sch. Jour.,* 106: 66–68, Oct. 1957. (*Author:* President Emeritus, University of Washington.)

Lists and discusses nine qualities of good college teachers.

1250. STAUFFER, JOHN NISSLEY. *Judgments of Liberal Arts Colleges Teachers and Deans Regarding College Teacher Qualifications.* University Park: Pennsylvania State University, 1956. 141 p. Abstract in *Diss. Abstracts,* 17: 285–286, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on responses to 52 statements of college teacher qualifications, evaluated on a 4-point scale (great value, real value, little value, undesirable) by 281 deans of liberal arts colleges and 527 of their teachers, each dean being asked to have the list evaluated by "two of their most promising young teachers." Twenty-six qualifications were judged to be of great or real value by more than 80 percent of the respondents.

1251. Stewart, Bruce. Reflections on an Ant Heap, or What Happened to the Ph in Ph. D.? *AAUP Bull.*, 45: 252–259, June 1959. (*Author:* Assistant Professor of Natural Science, Michigan State University.)

Decries increasingly minute specialization of the Ph. D. degree. "If the modern Ph. D. comes out anything more than a glorified assembly line mechanic, ignorant of the world around him, then he must achieve deeper understanding on his own and usually against a tide which runs strongly in the opposite direction."

1252. Stone, James C. The Preparation of Academic Instructors for the Junior College. *Jun. Coll. Jour.*, 28: 368–371, March 1958. (*Author:* Professor of Education, University of California.)

Discusses deficiencies in present training programs, and desirable characteristics of an adequate program of preparation.

1253. Stout, Robert D. Evaluating Good Teaching. *Jour. Eng. Educ.*, 45: 669–671, May 1955. (*Author:* Professor of Metallurgy, Lehigh University, Pennsylvania.)

"This paper does not pretend to suggest a procedure for evaluating teaching but it does attempt to discuss some of the factors that require consideration in the development of such a procedure." Considers three general categories: a man's reputation and activity as an engineer, his reputation for a teacher among former students, and the tools with which he teaches.

1254. Straub, Jean Spencer. Students Right to Good College Teachers. *Educ. Outlook*, 28: 25–28, Nov. 1953. (*Author:* Student, School of Education, University of Pennsylvania.)

A comprehensive statement, from a student viewpoint, of the need for good college teachers, methods of securing them, and plans for their improvement in service.

1255. Struit, Dewey B. *and* Ebel, Robert L. Instructor Rating at a Large State University. *Coll. & Univ.*, 27: 247–254, Jan. 1952. (*Authors:* (1) Dean, College of Liberal Arts; (2) Director, University Examination Service; both of State University of Iowa.)

Gives forms used and a summary of results of a student opinionnaire answered by 1,230 students, and a faculty opinionnaire answered by 150 faculty members at State University of Iowa regarding adoption of a student rating plan at the University. About nine-tenths of the respondents in both groups were favorable. Reports results of use of 7,559 rating sheets for instructors with 267 classes. "The net effect of this rating program appears to have been good. . . . The rating program is, in other words, one step which may lead to more effective teaching in the college."

1256. Sweigert, Ray L. The Nature of Good Teaching. *Jour. Eng. Educ.*, 42: 29–32, Sept. 1951. (*Author:* Dean, Graduate Division, Georgia Institute of Technology.)

Lists 20 "components to the job of good teaching," discusses learning and motivation, and handicaps to learning. Concludes there are four basic elements of good college teaching—inspiration, ability to explain, knowledge of field, and organization.

1257. Trabue, Marion Rex. Characteristics of College Instructors Desired by Liberal Arts College Presidents. *Assoc. Amer. Coll. Bull.*, 36: 374–379, Oct. 1950. (*Author:* Dean, School of Education, Pennsylvania State College.)

A report concerning 52 factors regarded as "highly important" concerning qualifications of teachers of freshmen and sophomores as expressed by presidents of 419 liberal arts colleges. Each item was rated by the president as highly important, important, unimportant, or undesirable.

1258. ——— Characteristics Desirable in College Teachers: Do Graduate Schools Supply Adequate Information About These Traits? *Jour. Higher Educ.*, 25: 201–204, April 1954. (*Author:* See No. 1257.)

Discusses the surprising lack of congruence between characteristics reported by graduate schools in credentials of applicants for positions, and characteristics desired in applicants by employing college executives. States that "the answers given by hundreds of college executives consulted is that certain scholarly traits are important, but that there are many other personal and non-academic characteristics which are even more important."

1259. Trytten, Merriam H. *Doctorate Production in the United States Universities, 1936–1956, With Baccalaureate Origins of Doctorates in the Sciences, Arts, and Humanities.* Washington: National Academy of Sciences-National Research Council, 1958. (Compiled by the Office of Scientific Personnel, Publication No. 582). vii,155 p. (*Author:* Director, Office of Scientific Personnel, National Research Council.)

Tabulates yearly production of doctorates, totaling 97,409, by fields, for 21 years; also geographical classification by States and regions. Tabulates institutions which conferred baccalaureate degrees on the doctors listed. Important for information on potential number of doctors as possible college teachers, but gives nothing to indicate number actually so employed.

1260. Turbeville, Gus. Faculty Members I Don't Like. *Assoc. Amer. Coll. Bull.*, 44: 347–350, May 1958. (*Author:* President, Northland College, Wisconsin.)

Describes 10 types of faculty members: The Whiz, the Promoter, the Authority, the Talker, the Fanatic, the Researcher, the Intellectual, the Dolt, the Complainer, and the Belligerent.

1261. Tuttle, Harold Saxe. Profile of Professors. *Educ. Forum*, 20: 313–318, March 1956. (*Author:* Director of Leadership Training, Lewis and Clark College, Oregon.)

"A poll of 147 members of Western college faculties scattered from Ohio to the Pacific, in a study now in progress, may counteract some of the pessimism so popular today in many quarters." Discusses responses under heads of Optimism, Democracy, and Esthetic Interest.

1262. Umstattd, James G. Courses on College Teaching. *Jour. Higher Educ.*, 25: 76–81, 113–114, Feb. 1954. (*Author:* Professor of Secondary Education, University of Texas).

In response to request from American Educational Research Association, author investigated aims, content, and procedures of courses dealing with problems of college education. Based on examination of catalogs and personal letters from 48 institutions offering such courses, a total of 78 courses being found "that actually treat the problems of college teaching." Classifies 13 procedures and 12 devices used in conducting these courses.

1263. Unruh, Adolph. The Special Training Needed for Teachers in Junior Colleges or Community Colleges. *Educ.*, 71: 139–143, Nov. 1950. (*Author:* Faculty member, Washington University, Missouri.)

Reviews the literature dealing with preparation of junior college teachers. Discusses elements needed: at the undergraduate level, general education; at the graduate level, master's degree or equivalent, plus one additional year of graduate work but not of the high degree of specialization required for the doctorate. Some competence in area of extracurricular activities is highly recommended.

1264. Van Doren, Mark. The Good Teacher. *Improv. Coll. & Univ. Teach.*, 6: 36–37, Spring 1958. (*Author:* Professor of English, Columbia University.)

Address at inauguration of R. B. Gettell as President of Mount Holyoke College. "A teacher can fool his colleagues; he may even fool his president; but he never fools his students."

1265. Voeks, Virginia W. Some Deterrents to Effective Teaching. *Amer. Jour. Physics*, 24: 111–114, Feb. 1956. (*Author:* Faculty member, San Diego State College, California.)

"At the University of Washington, students of 284 classes anonymously rated their teachers on clarity of lectures, awakening of interest, and three other matters. At the end of the rating scale were spaces for comments. Over 90 percent of the students wrote comments. For the 57 teachers whose mean rating on the scale was either the top 10 percent or the bottom 10 percent of the faculty, we made statistical analyses of the comments of their 1,503 students. The two groups of teachers appear to differ fundamentally in their conception of the students, and consequently, in their techniques and motivation."

1266. Wagner, Geoffrey. College Teaching: An Immodest Reply to a Modest Proposal. *Educ. Forum*, 20: 59–61, Nov. 1955. (*Author:* Instructor in English, City College, New York.)

A reply to M. Magalaner, No. 1218, "I have seldom seen so many misconceptions concerning the role of a teacher recorded at one breath, least of all in an essay purporting to improve college instruction. . . . I propose that instead of college teachers being required to attend high school, teachers from high schools be required to attend college classes from time to time."

1267. Wahlquist, John T. The Improvement of College Teaching. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1954, p. 60–66. (*Author:* President, San Jose State College, California.)

Suggests various methods of satisfying the prospective need for more college teachers and for training them better in the graduate school for their duties and techniques as teachers.

1268. Walsh, Richard. Wanted: More College Professors. *Cath. World*, 177: 411–415, Sept. 1953. (*Author:* Member, Paulist New York Mission Band; for five years Chaplain, Newman Club, University of California.)

"I would like to call attention to the most neglected vocation in America—that of the Catholic professor in the non-Catholic university. . . . Why is it that we who comprise almost one-fifth of the total population of the country, produce only one-twentieth of university personnel?" Discusses three possible reasons. "Few vocations are more important than this. For the salvation of souls yet unborn depends on it."

1269. Warren, Constance. What Makes a Good College Teacher? *AAUW Jour.*, 51: 85–88, Jan. 1958. (*Author:* Former President, Sarah Lawrence College, New York.)

Discusses value of Ph. D. degree, research interest, personal adjustment, concern for ethical implications of his subject, and other factors.

1270. Waschler, Norma. Instructional and Course Rating by Students. *Educ. Record*, 32: 89–95, Jan. 1951.

Based on responses from 21 institutions to a questionnaire asking 18 questions on methods and results of student rating.

1271. Webb, Wilse B. The Problem of Teaching Interneships. *Amer. Psych.*, 7: 20–21, Jan. 1952. (*Author:* Professor of Psychology, Washington University, Missouri.)

"This paper is concerned with this problem: Should we formulate a systematic program of practice teaching for degree candidates? If it is agreed that some such program should be devised, what form should it take?" Reports replies from questionnaires answered by 50 chairmen of departments of psychology.

1272. Weber, Clarence A. Some Characteristics of College Teachers. *Jour. Educ. Research*, 46: 685–692, May 1953. (*Author:* Faculty member, University of Connecticut.)

"One hundred college graduates ranging in age from 21 to 51 inclusive were asked by the writer to characterize the teaching they had received from college instructors on the undergraduate level." Tabulates 69 characteristics of best liked, least liked, and best instructors.

1273. Weigle, Richard D. The Teacher and Himself. *Assoc. Amer. Coll. Bull.*, 42: 219–232, May 1956. (*Author:* President, St. John's College, Maryland.)

Report of a panel discussion by five professors, following presentations by two speakers, "What Makes a Good Teacher," by Dean Thomas S. Hall, Washington University, Missouri; and "What Keeps a Good Teacher Alive," by Sister Mary Emil, Assistant Professor of Philosophy, Marygrove College, Michigan; whose papers are given in full.

1274. Wetzler, Wilson F. Schools of Education and Preparation of College Teachers. *Improv. Coll. & Univ. Teach.*, 2: 11–14, Feb. 1954. (*Author:* Director of Teacher Training, Queens College, New York.)

"What part (if any) should professors of education have in the preparation of college and university teachers? . . . This paper gives the answers of deans of education to this and related questions." Based on questionnaire responses from 21 deans of education in State universities.

1275. Wilson, Willard. Physician Heal Thyself: A Footnote on College Teaching. *AAUP Bull.*, 38: 287–295, Summer 1952; in part also in *Improv. Coll. & Univ. Teach.*, 3: 65–66, Aug. 1955. (*Author:* Professor of English, Dean of College of Arts and Sciences, University of Hawaii.)

A vigorous presentation of the dangers of over-methodizing college teaching. "A lot of our pearls are being cast before swine who have been fattened on the acorns and chestnuts of comic books, and are incapable of assimilating more adult fare. . . . It is my conviction that any attempt to pour all of our college teachers of the future into one mold, and to trim all of our present teachers down to a series of common denominators will be a capitulation to the less inspired educationists which we can ill afford to make."

1276. Wilt, Napier. Higher Degrees and Lower Standards. *Jour. Gen Educ.*, 10: 99–103, April 1957. (*Author:* Dean, Division of Humanities, University of Chicago.)

"The temptation to lower standards in order to train more teachers is an insiduous one. . . . Shall we lower our standards so that the unprepared, the lazy, and the stupid can receive an A.M. degree and then go out to teach students who will come back like Banquo's ghost to haunt us? . . . There is, I am afraid, not the slightest doubt in the world that the next quarter of a century will produce the largest crop of badly trained teachers that has ever been unleashed on our innocent young."

1277. Woellner, Robert C. *and* Wood, M. Aurilla. *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges, 1958–59.* (23rd edition) Chicago: University of Chicago Press, 1958. (*Authors:* (1) Associate Professor of Education; Director of Vocational Guidance; (2) Placement Counselor, Retired; both of University of Chicago.)

Gives recommendations of the regional accrediting associations and detailed reports, by States, of requirements for instructors in public junior colleges. Similar information in earlier editions. An annual publication.

See also Nos. 2, 195, 205, 228, 259, 260, 266, 267, 268, 269, 278, 279, 289, 292, 299, 336, 370, 455, 477, 552, 592, 651, 657, 677, 682, 749, 775, 793, 859, 865, 954, 956, 957, 960, 961, 962, 963, 966, 968, 971, 973, 979, 980, 984, 985, 987, 993, 997, 998, 999, 1000, 1001, 1045, 1049, 1050, 1054, 1056, 1058, 1061, 1063, 1068, 1077, 1081, 1090, 1097, 1101, 1102, 1116, 1117, 1118, 1119, 1310, 1329, 1330, 1348, 1362, 1437, 1505, 1558, 1711, 2031, 2048, 2112, 2121, 2176, 2177, 2188, 2189, 2190, 2192, 2194, 2198, 2199, 2206, 2220, 2221, 2222, 2224, 2243, 2253, 2256, 2257, 2260, 2262, 2264, 2271, 2275, 2277, 2278, 2288, 2293, 2319, 2321, 2328, 2591, 2606, 2615, 2616.

5. STATUS

Includes professional organizations, rank, tenure, growth in service, promotion, evaluation, and retirement.

1278. Academic Freedom. *AAUP Bull.*, 1950–1959.

While this bibliography does not attempt to cover the extensive field of academic freedom in higher education, reference may be made to the judicial reports of investigating committees of the American Association of University Professors which have made full inquiries of conditions involving alleged violations of academic freedom in numerous colleges and universities. These reports have been published in the Association's *Bulletin* or in special supplements to it. Reference may also be made to the annual reports of Committee A published in the *Bulletin*. For other references see *Education Index*, which gives more than 400 titles since 1950.

1279. Academic Freedom and Tenure. *AAUP Bull.*, 42: 41–46, Spring 1956.

Gives the texts of the 1940 Statement of Principles and the 1925 Conference Statement on Academic Freedom and Academic Tenure; and 1929 Statement Concerning Resignations. All these are important basic statements which have been printed each year since 1950 as well as in earlier years in the Spring issue of the *Bulletin*. They have had an important influence on practices and policies among colleges and universities throughout the country.

1280. Academic Retirement. *AAUP Bull.*, 42: 47–48, Spring 1956.

"The Statement of Principles on Academic Retirement which follows was developed . . . by a joint committee of the American Association of University Professors and the Association of American Colleges." It was endorsed by the former in March 1951, by the latter in January 1951. "The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution." States four "acceptable practices" with five illustrative examples. Contains important subdivisions regarding annuities.

1281. Academic Retirement and Insurance Programs. *AAUP Bull.*, 44: 508–513, June 1958.

"The following Report and Statement of Principles on Academic Retirement and Insurance Programs was prepared by a joint committee representing the Association of American Colleges and the American Association of University Professors. It replaces the 1950 Statement of Principles." Covers following topics: Retirement, Life Insurance on a Group Basis, Income for Medical Expenses, and Disability Insurance. See also *AAUP Bull.*, 44: 296–297. March 1958.

1282. Aid to Professors Emeriti. *Sch. & Soc.*, 86: 386–387, Oct. 25, 1958.

Announces establishment of the American Association on Emeriti to aid the country's 12,000 retired professors, with offices to be opened in Washington and Los Angeles. Ten objectives of new organization stated.

1283. **Armstrong, Charles J.** The Role of the Teacher. *Improv. Coll. & Univ. Teach.*, 5: 16-20, Winter 1957. (*Author:* President, Pacific University, Oregon.)

Address at dinner at Oregon State College honoring three professors "who have been deemed to have made significant contributions to the cause of college teaching." The faculty and student committee on the advancement of teaching selected the professors "by a student poll in which the greatest weight was given not to plurality of votes, but to the reasons students gave for their choice of outstanding teachers."

1284. **Ashmead, John.** Publish or Perish—Socrates. *AAUP Bull.*, 41: 716–720, Winter 1955. (*Author:* Instructor in English, Haverford College, Pennsylvania.)

Satirical dialogue between university administrative officers and professors on promotion of a young instructor, Socrates, discussing the principle of "Publish or Perish." Conclusion: "How about a one-year terminal appointment? That'll give him a chance to look around."

1285. **Azarian, Garo S.** On Faculty Clubs. *AAUP Bull.*, 44: 484–489. Oct. 1958. (*Author:* Associate Professor of French, Ohio Wesleyan University.)

Advocates faculty clubs with activities and programs midway between a professional club and a social club. Suggests suitable programs.

1286. **Babbitt, Edward S.** The Mechanics of Pension Planning. *Coll. & Univ. Bus.*, 22: 22–24, Jan. 1957. (*Author:* Controller, Mount Holyoke College, Massachusetts.)

Gives a checklist of 14 features to be considered and shows how Mount Holyoke handled each of them.

1287. **Becker, Harry A.** Protecting the Investment in Faculty. *Jour. Educ. Sociol.*, 26: 199–211, Jan. 1953. (*Author:* Dean of Administration, College of Education, University of Bridgeport, Connecticut.)

"The faculty and other professional personnel constitute the most valuable investment of a college or university. . . . Though the need is admittedly critical, the development of in-service programs during the past 25 years has been slow. If we are going to protect our investment in faculty personnel, the time to act must not be further delayed." Lists 10 functional categories in which to classify 115 different "methods, procedures, and devices" for in-service programs of improvement. Bibliography, 12 titles.

1288. **Bender, John F.** Retirement Policies and Practices in Thirty-Seven Colleges and Universities. *Coll. & Univ. Bus.*, 12: 19–22, June 1952. (*Author:* Professor of School Administration Emeritus, University of Oklahoma.)

Based on an investigation by University of Oklahoma of 37 representative institutions (public, 27; private, 10) whose names are given, as of May 1, 1951. "Provides the facts about prevailing practices on the following matters: (1) normal age of retirement, (2) provisions for service after retirement, (3) amount of the retirement allowance, (4) methods of building up a fund for retirement, (5) disability benefits, (6) death benefits, (7) percentage of faculty retired, (8) total amount paid retired members for the year 1949–50, (9) evidences of ability to meet new and changing conditions."

1289. **Benezet, Louis T.** Commission on Academic Freedom and Tenure. *Assoc. Amer. Coll. Bull.*, 44: 122–130, March 1958. (*Author:* President, Colorado College.)

Presents and discusses text of the statement on procedural standards for faculty dismissal hearings "on which the Commission has centered its work for the past two years."

1290. **Benz, Margaret.** A Study of Faculty and Administrative Staff Who Have Retired From New York University, 1945–1956. *Jour. Educ. Sociol.*, 31: 282-293, April 1958. (*Author:* Associate

Professor of Sociology, New York University.)

Based on questionnaire responses to 314 questions by 76 retired professors, aged 66 to 77 years. Covers marital status, attitudes, preparation, living conditions, financial conditions, activities, medical expenses, and other features. For other articles on various phases of retirement, see same issue of same *Journal*, p. 294–317.

1291. **Blackwell, Thomas E.** The Professor and His Contract of Employment. *Coll. & Univ. Bus.*, 13: 47–48, Nov. 1952. (*Author:* Vice Chancellor and Treasurer, Washington University, Missouri.)

Reports several legal cases and discusses legal principles involving contract rights and practices in both publicly and privately controlled institutions.

1292. ——— College Professor and the Law of Copyright. *Coll. & Univ. Bus.*, 15: 44–45, Oct. 1953. (*Author:* See No. 1291.)

Discusses copyright law from the first one in 1710, particularly as it affects the college professor for instructional and research purposes, with many citations of court decisions. Considers especially effect of use of such modern techniques as the tape recorder and photographic reproduction of materials.

1293. ——— A.A.U.P. and the College Professor's Contract. *Coll. & Univ. Bus.*, 16: 43, May 1954. (*Author:* See No. 1291.)

"Although the courts have been called upon many times to pass upon the validity of the contracts of employment of college personnel, apparently no court has ruled squarely on the question of permanent tenure as defined by the American Association of University Professors. Litigation now pending in the California courts, may, at last, give us a judicial interpretation of tenure." Describes also another case in Kentucky and cites numerous other court cases bearing on tenure.

1294. ——— Are Faculty Pensions Taxable Income? *Coll. & Univ. Bus.*, 17: 48, Aug. 1954. (*Author:* See No. 1291.)

Considers rulings of the U.S. Treasury Department and various court decisions with numerous citations of court opinions.

1295. ——— Faculty Tenure and the Board of Regents. *Coll. & Univ. Bus.*, 17: 47–48, Sept. 1954. (*Author:* See No. 1291.)

Considers in detail a case at University of Nevada and cites numerous relevant court decisions.

1296. ——— The Professor and His Accusers. *Col. & Univ. Bus.*, 24: 28, Jan. 1958. (*Author:* Educational Management Consultant, Washington University, Missouri.)

Reviews legal steps in case of a professor in a California State college discharged for unprofessional conduct but ordered reinstated, who then filed suit for damages against 10 individuals, including president of the college, for malicious conspiracy against him. After 4 years the case reached the Supreme Court of the State. Quotations given from final decision.

1297. ——— Tax Problems. *Coll. & Univ. Bus.*, 24: 33, May 1958. (*Author:* See No. 1296.)

Discussion of Internal Revenue rulings and court decisions on liability of professors for income taxes on prize awards based on scholarly and scientific achievements.

1298. ——— Faculty Tenure in State Colleges. *Coll. & Univ. Bus.*, 25: 27, Aug. 1958. (*Author:* See No. 1296.)

Review of legal aspects of tenure cases at North Dakota Agricultural College and University of Nevada.

1299. **Brickman, William W.** Recognition of Professional Merit. *Sch. & Soc.*, 86: 405, Nov. 8, 1958. (*Author:* Professor of Education, New York University.)

"The awards made recently by President Harlan Hatcher of the University of Michigan to five of his faculty members for 'distinguished faculty achievement' constitutes evidence that one institution is seriously concerned with rewarding teachers . . . Each winner of the awards received framed citations and a $1,000 check."

1300. **Briggs, Thomas H.** On Retiring. *Educ. Forum*, 20: 17–25, Nov. 1955. (*Author:* Professor of Education Emeritus, Teachers College, Columbia University.)

"'What should I do to prepare myself for retirement?' asked a friend. 'I have only two years left before the axe falls.' He is making a late start, though there are yet some things he can do; but he should have begun his preparation years ago." Gives various suggestions.

1301. Brock, Eugene H. Rating Teaching Personnel for Advancement Purposes. *Jour. Eng. Educ.*, 44: 593–599, June 1954. (*Author:* Associate Professor of Engineering Drawing, A.&M. College of Texas.)

Discusses eight factors to be considered in rating teachers for promotion: degrees, teaching experience, industrial experience, tenure, professional registration, professional publications, research, and recommendations by responsible and qualified persons. Suggests use of a weighted scale, illustrated graphically.

1302. Button, Daniel E. Retirement Practices of State Universities. *AAUP Bull.*, 43: 492–497, Sept. 1957. (*Author:* Assistant to the President, State University of New York.)

Summary of replies to 14 questions asked of 42 State universities. Reports that a majority of them retire faculty members at age 69, but with some discretionary flexibility.

1303. Byse, Clark *and* Joughin, Louis. *Tenure in American Higher Education: Plans, Practices, and the Law.* Ithaca, N.Y.: Cornell University Press, 1959. xvi,212 p. (*Authors:* (1) Faculty member, Law School, Harvard University; (2) Representative of American Association of University Professors.)

"This study was undertaken for the American Academic Project at Columbia University, and was financed by a grant from the Fund for the Republic." Based on intensive study of 80 colleges and universities, listed in appendix, which are located in California, Illinois, and Pennsylvania.

1304. Call, Rex V. Faculty and Morale: Similarities Between Personnel Management in Business and Collegiate Institutions. *Jour. Higher Educ.*, 29: 267–271, May 1958. (*Author:* Professor, College of Business and Public Administration, University of Arizona.)

Lists 10 morale factors which apply to a business organization and suggests their applicability also to the collegiate field. "Other factors could be mentioned which are part of this general problem. . . . Some administrators in responsible positions are searching for ways and means for its solution. Others, it is guessed, are not yet facing the problem."

1305. Cameron, Anne. What Criteria for Promotions? *Jour. Home Econ.*, 49: 707–708, Nov. 1957. (*Author:* Associate Professor of Home Economics, Carnegie Institute of Technology, Pennsylvania.)

"Is it 'publish or perish' in the college home economics department? Or is it doing research which brings the faculty members those coveted promotions in rank and salary?" Reports results of an inquiry on criteria for promotion answered by 20 heads of departments in all parts of the country.

1306. Case, Harry W. Promotional System Variables for Engineering Faculties. *Jour. Eng. Educ.*, 41: 464–470, April 1951. (*Author:* Associate Professor of Engineering and Psychology, University of California, Los Angeles.)

Based on questionnaire responses from 89 institutions all of which had a curriculum in engineering. Tabulates 12 practices and factors involved in promotional procedures. "One thing that stood out clearly was that there is relatively little current knowledge concerning the factors or the systems in use in other institutions."

1307. Chrisman, Lewis H. Should Professors Read? *Sch. & Soc.*, 72: 52–54, July 22, 1950. (*Author:* Faculty member, West Virginia Wesleyan College.)

Conclusion: "If college professors have but a perfunctory interest in books and reading, the same will be the case with their students."

1308. Coard, Robert L. In Pursuit of the Word "Professor": An Exploration of the Uses and Associations of the Title. *Jour. Higher Educ.*, 30: 237–245, May 1959. (*Author:* Assistant Professor of English, University of Alabama.)

"It is the purpose of this paper to explore uses and associations of the word 'professor' that have been connected, however loosely or facetiously, with the employment of the word to designate a teacher of a certain rank in an American institution of higher learning. The word has been pursued chiefly in the American literature of the last one hundred years. . . . No general dictionary can tell all of the laughter, fear, nostalgia, and respect that have clustered around the word 'professor'."

1309. Colvert, Clyde C. Salaries of Junior College Teachers and Administrators in the United States for 1956–57. *Jun. Coll. Jour.*, 28: 35–43, Sept. 1957. (*Author:* Professor of Junior College Education, University of Texas.)

Based on reports from 166 public and 88 private junior colleges. Gives maximum, median, and minimum salaries for teachers classified by six geographical areas and by five levels of preparation. Makes comparisons with four earlier periods, 1941–42 and later years.

1310. Cooper, Russell M. A Graduate Program for Experienced Teachers. *Educ. Record*, 34: 275–277, July 1953. (*Author:* Assistant Dean, General College, University of Minnesota.)

"It may be true that 'the best teachers are born, not made.' But this does not imply the abandonment of college teacher preparation in favor of preachments to the stork. . . . College teachers, like Nicodemus of old, must be born again—and again and again—and this is the job of in-service education. . . . Colleges throughout the land are developing systematic programs of in-service education whereby the staff members are impelled continually to re-examine their goals, their methods, and their effectiveness." Describes the special plan developed at University of Minnesota, particularly to meet the needs of Ford Foundation fellows, 30 of whom were at the University during the previous 2 years.

1311. Copeland, Emily A. Professional Growth of College Teachers. *Educ. Adm. & Sup.*, 37: 469–477, Dec. 1951. (*Author:* Faculty member, South Carolina State A.&M. College).

"This paper is concerned with the relationship of in-service training of college teachers to their professional growth and the relationship of both . . . upon the improvement of instruction. It aims to discuss certain factors which the writer believes to be conducive to faculty growth, such as administrative pressure and assistance, desire for higher rank through professional schemes, and an inclination toward self improvement."

1312. Cordasco, Francesco. Academic Freedom in American Higher Education in the Last Decade: A Preliminary Annotated Bibliography. *Peabody Jour. Educ.*, 36: 166–169, November 1958. (*Author:* Faculty member, Fairleigh Dickinson College, New Jersey.)

Contains 22 annotated titles.

1313. Cort, John C. Experiment in Conversation. *Commonweal*, 65: 532–534, Feb. 22, 1957.

Reports success of series of conferences between faculty members of Harvard University and Boston College on areas of agreement and disagreement, and resultant reactions.

1314. Crawford, W. H.; Kintzer, Frederick; *and* Batie, William A. A Faculty Study Program. *Jun. Coll. Jour.*, 28: 423–426, April 1958. (*Authors:* (1) Assistant Professor and Junior College Consultant, State College of Washington; (2) Dean, Olympic College, Washington; (3) Counselor, Centralia Junior College, Washington.)

Describes plan of voluntary study of college problems on part of 17 instructors at Centralia Junior College, meeting weekly for 2 years, under supervision of Junior College Consultant from State College of Washington.

1315. Davis, Alonzo J. *and* Derbigny, I. A. Toward Objectivity in Faculty Rating. *Sch. & Soc.*, 81: 137–139, April 30, 1955. (*Authors:* Faculty members, Tuskegee Institute, Alabama.)

Describes plan adopted at Tuskegee Institute. "The ranking system is based upon four definite criteria and a basic formula setting forth minimum requirements for each rank—training, experience, growth, and other characteristics. . . . The plan has undergone only one major policy change since its adoption. The results, after nearly ten years of operation of the plan, are salutary."

1316. Davis, Paul H. How Can We Keep and Enlarge Our Faculty? *Coll. & Univ. Bus.*, 20: 21, Feb. 1956. (*Author:* Consultant in Institutional Finance and Public Relations, Los Angeles, California.)

"College and university administrators may well take a leaf from the experience of industry. Salaries are important, but industry found that salaries are far from being the top item in motivation. In fact, industry rates salaries about seventh on the motivation list. Highest on their list are recognition, appreciation, and the satisfaction of achievement." But predicts that within the next 10 years "the salary scale for full professors at all first-rate colleges and universities in America will exceed $10,000 a year."

1317. Davis, Robert A. Note on Age and Productive Scholarship of a University Faculty. *Jour. App. Psych.*, 38: 318–319, Oct. 1954. (*Author:* Faculty member, George Peabody College for Teachers, Tennessee.)

Based on a study of publications during a 20-year period of 385 members of the faculty of University of Colorado. Finds that "faculty members as a group reach a peak in research and writing activity around 45 years of age." Asks many resultant questions. Productivity from ages 25 to 60 shown vividly on a graph.

1318. DECKER, PAUL. Study of White Teachers in Selected Negro Colleges. *Jour. Negro Educ.*, 24: 501–505, Fall 1955. (*Author:* Graduate student, Stetson University, Florida.)

"In a study of 55 Negro colleges in 20 States there were about 3,600 teachers. Of these, 290 or 8 percent were non-Negroes. . . . Questionnaires were submitted to 147 white teachers in Negro colleges. Fifty-four of these were returned from 20 colleges in 10 states." Conclusion: "This study has offered the reader data concerning the number of white teachers on Negro campuses. It has indicated the type of social relationships which exist and has probed the opinions and attitudes of the respondents. It has shown a picture through the eye of the 'white-folks' which is seldom seen or understood in the United States and especially in the South."

1319. DEES, BOWEN C. Opportunities for Faculty Study in Engineering. *Jour. Eng. Educ.*, 47: 558–564, March 1957. (*Author:* Deputy Assistant Director, National Science Foundation.)

Discusses sabbatical policies, programs open for advanced study, formal study, new senior awards, on-the-job opportunities, research associateships, and other possibilities.

1320. DELANNAY, GREGORY F. X. Catholic Teachers at Secular Colleges. *Cath. World*, 182: 347–351, Feb. 1956.

"Other things being equal, a Catholic scholar would probably prefer the more congenial, familiar atmosphere of a Catholic college, but unfortunately other things are very far from equal." States various possible advantages of teaching in a non-Catholic college. "Most intangibly rewarding of all, the Catholic professor in a secular college will find himself treated, possibly for the first time, like a respected colleague rather than a necessary evil." For reply by J. K. Durick, see No. 1325.

1321. DERR, PAUL H. Tenure and Retirement: Pension Programs in Institutions of Higher Learning. In College Physical Education Association *Proceedings*, 1952, p. 109–115. (*Author:* Faculty member, North Carolina State College.)

Treats tenure briefly, retirement more extensively. Tabulates frequency and number of teachers involved in six types of retirement plans in 842 colleges and universities and 149 state teachers colleges. Discusses also survivor benefits and disability.

1322. DETMOLD, GEORGE. Advice to One Entering the Profession—From One Leaving It. *AAUP Bull.*, 37: 365–371, Summer 1951. Discussion of same, 37: 572–587, Autumn 1951. (*Author:* Assistant Professor of English, Wells College, New York.)

Discusses chiefly the emphasis upon independent research as necessary to professional advancement and the difficulty of getting such research published. Also considers problems of domestic life and economic status. Conclusion: "Tom, all things considered, don't be a teacher!"

1323. DIXON, JOHN. Community and Research on the Faculty Movement. *Christ. Scholar*, 40: 74–76, March 1957.

Progress report on objectives and plans of the Faculty Christian Fellowship. "The national office has been seeking to establish small committees of qualified scholars to work intensively and continuously on the problems of the relation of Christianity to their discipline."

1324. DREHER, GEORGE K. Education-Industry Cooperation for Increasing Planned Faculty Employment in Industry. *Jour. Eng. Educ.*, 45: 454–460, Jan. 1955. (*Author:* Staff member, Steel Founders Society of America.)

"It is the purpose of this paper to present evidence which would tend to encourage industry in various sections of the country to make increasing use of the faculties of our engineering colleges. The end result of such encouragement would reside in the improved understanding by faculty members of industrial operations." Based on a "survey addressed to educators, selected industry personnel, and engineering college administrators."

1325. DURICK, JEREMIAH K. Catholic Teachers at Catholic Colleges: A Reply to G. F. X. D. *Cath. World*, 183: 126–130, May 1956.

A vigorous reply to G. F. X. Delannay, No. 1320. "Frankly, I have no objection to public washing of our dirty linen by friendly critics in our own automatic washers. After all, the Catholic World is not the Nation. . . . It seems to me that he is chiefly concerned in painting a 'too rosy picture of the secular campus' so that all of the best students we have will take off next semester for good old State U, or more ivy-covered halls. . . . His comparisons of the best in secular education with the worst in Catholic education . . . may serve to make us poor professors feel sorry for ourselves."

1326. Ellis, Elmer. Making Competent Teachers of New Instructors. *Jour. Higher Educ.*, 25: 204–206, April 1954. (*Author:* Dean, College of Arts and Sciences, University of Missouri.)

Suggests several types of in-service training including visits to classes related to a professor's own field and a "seminar or series of lecture-demonstrations of good teaching."

1327. Enochs, James B. Preparing for a Fourfold Role. *Improv. Coll. & Univ. Teach.*, 3: 84–87, Mar. 1955. (*Author:* Specialist on State College Curricula, California State Department of Education.)

Based on questionnaire responses from administrators and instructional staff of 10 colleges in California. "These then are the four general behavorial patterns of the college instructor: the teacher of a subject, the teacher of students, the participant in the professional life of the college, the participant in the professional, business, and social life of the community."

1328. Fred, Edwin B. Productive Scholarship in Southern Colleges and Universities. In Southern University Conference, *Proceedings*, 1950, p. 70–90. (*Author:* President, University of Wisconsin.)

Discusses the possibilities, the prerequisites, and the processes of productive scholarship. States 10 features of a successful faculty research committee and eight principles which "must underlie any consideration of productive scholarship: in other words, the climate for creative thinking."

1329. Garrett, Cyril D. *A Study of the Inservice Improvement Program of Eight Liberal Arts Colleges.* East Lansing: Michigan State University, 1957. 279 p. Abstract in *Diss. Abstracts*, 19: 274, Aug. 1958.

Unpublished doctoral dissertation (Ed. D.). Covers eight liberal arts colleges in Illinois. Studies faculty reaction to working conditions, use of various teaching devices, student reactions to teaching situations, teacher-student ratio, teacher load, percent of faculty with doctor's degrees, and average years of service of faculty.

1330. Garrison, Lloyd Lee. A Faculty Looks at Itself. *Improv. Coll. & Univ. Teach.*, 2: 63–65, Nov. 1954. (*Author:* Associate Professor of Business Administration, Oklahoma A. & M. College.)

Chairman of a faculty committee on improvement of instruction reports how it was set up and how it has been working since its organization in 1950. Discusses especially examinations, student evaluation of faculty, characteristics of an effective college teacher, and use of part-time staff consultants from business and industry.

1331. Gary, Charles L. We "Brainstormed" Faculty Morale. *Lib. Educ.*, 45: 302–305, May 1959. (*Author.* Former Chairman, Faculty Council, Austin Peay State College, Tennessee.)

Describes plan, borrowed from Madison Avenue, tried by faculty of the college at beginning of year. "Any technique which helps identify the true feelings of the faculty is a valuable one. 'Brainstorming' did this at Austin Peay. It also seemed to open the way for a less restrained exchange of ideas between faculty and administration groups. And it was a lot of fun."

1332. Graham, Clarence H. Principles of Tenure: Committee on Academic Freedom and Conditions of Employment. *Amer. Psych.*, 9: 758–759, Nov. 1954. (*Author:* Professor of Psychology, Columbia University.)

Tentative statement by Committee of American Psychological Association. Lists seven principles with reference to acceptance of a position, work standards, termination of employment, methods for appeal to the American Psychological Association, and special cases making charges of incompetence.

1333. Greenough, William C. *A New Approach to Retirement Income.* New York: Teachers Insurance and Annuity Association, 1951. 55 p. (*Author:* Vice President, Teachers Insurance and Annuity Association.)

Explanation of the College Retirement Equities Fund, "a new method of providing retirement through periodic investments in common stocks and the payment of a variable, or unit, annuity in combination with a traditional fixed dollar annuity."

1334. ——— A New Method of Providing Retirement Income. *Coll. & Univ. Bus.*, 14: 32–34, May 1953. (*Author:* See No. 1333.)

Based on No. 1333 but with various changes from it. Includes four illuminating charts showing changes in cost of living, stock yield, and other factors from 1880 to 1950. "We at TIAA hope and trust that the new plan will be part and parcel of the important work of keeping colleges well staffed with outstanding men and women who can apply themselves to teaching and research work without too many worries about their ultimate financial security."

1335. ——— *and* King, Francis P. Your Retirement Security—The New OASI and Retirement Plans. *AAUP Bull.*, 40: 357–374, Autumn 1954. (*Authors:* (1) See No. 1333; (2) Research Associate, TIAA.)

"Almost all educators are affected to a greater or lesser degree by amendments to the Social Security Act signed by President Eisenhower on September 1, 1954." Topics discussed: Highlights of New OASI (Old Age and Survivors' Insurance), OASI Coverage for Publicly Supported Institutions of Higher Education, Coverage for Ministers, Eligibility for OASI Benefits, Taxes, Your Institution's Retirement Plan, Coordination Patterns, Mobility of Academic Talent, Inflation and the Retirement Income.

1336. *Group Insurance for Major Medical Expense.* New York: Teachers Insurance and Annuity Association, 1956. 31 p.

Gives information for guidance of college and university trustees, administrative officers, and insurance committees.

1337. Guthrie, Edwin R. The Improvement of Counseling and Teaching. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1951, p. 81–87. (*Author:* Executive Officer in Charge of Academic Personnel, University of Washington.)

Describes the plan in use at University of Washington for promotion and for other purposes for evaluation of instructors (1) by students who express their judgment on five features, and (2) by a secret committee of faculty colleagues. Discusses faculty objections to evaluation and the general administration of evaluative procedures.

1338. Hall, Daniel R. Guiding Principles for In-Service Improvement. *Improv. Coll. & Univ. Teach.*, 7: 52, Spring 1959. (*Author:* Assistant to the President, Newark College of Engineering, New Jersey.)

"In the last ten years, research personnel in higher education have found that at least six guiding principles are essential to effective in-service efforts undertaken by colleges to enhance the professional development of their faculties." States them and considers their significance.

1339. Hathaway, M. S. The Care and Feeding of Faculty Wives. *Coll. & Univ. Bus.*, 27: 29–30, July 1959. (*Author:* Business Manager, Taft School, Watertown, Mass.)

"An honest appraisal and appreciation of the important role the faculty wife plays in the school and college community."

1340. Heimberger, Frederic W. The Scholar's Time: How It Is Best Used. *North Cent. Assoc. Quart.* 31: 240–248, Jan. 1957. (*Author:* Faculty member, Ohio State University.)

"The colleges of America are now being overwhelmed by requests and even demands for the most precious thing they possess—the time of their scholars. In many ways this new demand is most gratifying . . . but there are dangers along the way."

1341. Henderson, Algo D. The College Professor's Workshop. *Jour. Higher Educ.*, 25: 93–95, Feb. 1954. (*Author:* Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

Description of a 3-weeks workshop in summer of 1953 designed "to be of assistance to faculty from various colleges, junior colleges, and universities in the revision of the courses they teach, in the planning of new ones, and in making their teaching generally effective." Methods outlined and evaluations made.

1342. Henle, *Rev.* Robert J. The Place and the Function of the Ph.D. in the American Educational System. *Bull. Nat. Cath. Educ. Assoc.*, 55: 144–149, Aug. 1958. (*Author:* Dean, Graduate School, St. Louis University, Missouri.)

"It will not be enough to train and recruit more and more Ph. D.'s for our faculties. . . . When the doctors enter the colleges, we must make it possible for them to live as scholars."

1343. Hill, George E. Intercollegiate Cooperation as a Stimulus to Research in Higher Education. *Sch. & Soc.*, 76: 1–3, July 5, 1952. (*Author:* Faculty member, Ohio University.)

"In committees, college professors are inclined to debate issues, rather than study them. They seldom have an understanding of educational research." Report of a cooperative project involving 32 teacher-education institutions in the North Central Association. States that in four years faculty groups have completed over 60 investigations classified in 29 groups. Says that a similar project among liberal arts colleges has been in operation over 10 years. Conclusion: "A program of intercollegiate cooperation is one effective way to promote thoughtful, factual investigations of the problems of higher education."

1344. HOFSTADTER, RICHARD *and* METZGER, WALTER P. *The Development of Academic Freedom in the United States.* New York: Columbia University Press, 1955. xvi,527 p. (*Authors:* Professors of History, Columbia University.)

One of two volumes of the Columbia University American Academic Freedom Project. Presents the rise, development, and vicissitudes of academic freedom in the United States. The first comprehensive treatment of the subject. (For second volume by R. M. MacIver, see No. 1379.) Reviews by P. H. Odegard, *Amer. Pol. Sci. Review,* 50: 527–532, June 1956; by L. Wilson, *Amer. Sociol. Review,* 21: 233–234, April 1956; by A. Guerard, Sr., *Books Abroad,* 30: 454–455, Fall 1956; by W. L. Wade, *Coll. & Univ.,* 31: 360–361, No. 3, 1956; by W. P. Sears, *Educ.,* 76: 262, Dec. 1955; by D. Fellman, *Educ. Forum,* 20: 365–372, March 1956; by M. Q. Sibley, *Educ. Research Bull.,* 36: 26–27, Jan. 1957; by A. M. Schlesinger, Jr., *Jour. Higher Educ.,* 27: 338–343+, June 1956; by A. E. Bestor, Jr., *Miss. Val. Hist. Review,* 43: 103–104, June 1956; by H. W. Wilson, *Nation,* 181: 513–514, Dec. 10, 1955; by R. L. Caldwell, *Pac. Hist. Review,* 35: 69–70, Feb. 1956; by G. P. Rice, Jr., *Quart. Jour. Speech,* 42: 80–81, Feb. 1956; by B. Glass, *Science,* 123: 726–727, April 27, 1956; by R. R. Taylor, *Soc. Forces,* 34: 382, May 1956; by R. H. Bauer, *Soc. Studies,* 47: 236, Oct. 1956; and by L. A. Cremin, *Teach. Coll. Record,* 58: 47–48, Oct. 1956.

1345. HOLLENBACH, JOHN *and* DE GRAAF, CLARENCE. Teaching for Thinking: A Study Made by Faculty Members of Hope College. *Jour. Higher Educ.,* 28: 126–130, March 1957. (*Authors:* (1) Chairman, Self-Help Committee; (2) Head, Department of English; both of Hope College, Michigan.)

"The study was first of all an attempt on the part of 11 faculty members of Hope College faculty to learn more about how college students learn to think. . . . Second, it was an attempt to learn more precisely what college teachers do in order to help students learn to think. . . . Finally, the aim and hope of the study were to learn to teach better for the development of sound abilities and habits of thinking."

1346. HONORA, *Sister* MARY *and* STEIBLE, DANIEL J. A College Examines Its Use of Test Results. *Jour. Educ. Research,* 50: 611–615, April 1957. (Faculty member, Our Lady of Cincinnati College, Ohio.)

Reports results of a faculty study of use of test results in a program of improvement of instruction at the College. Tabulates 18 uses made of six tests. Conclusion: "Tests do have an important role to play in the entire education process, for the benefit both of student and instructor."

1347. How Is the Recommendation for the Promotion of a Faculty Member Made? In Association of Land-Grant Colleges and State Universities, *Proceedings,* 1958, p. 228–232.

Four replies to the question are given by Dean Francis E. Mineka, Cornell University; by Dean K. L. Knickerbocker, University of Tennessee; by Dean W. L. Ayres, Purdue University; and by Dean A. W. Thompson, State College of Washington.

1348. HUNTER, ROBERT W. Essential Elements Contributing to Institutional Effectiveness. *Educ. Adm. & Sup.,* 41: 277–284, May 1955. (*Author:* Faculty member, Southern University, Louisiana.)

Considers a variety of theories and practices regarding faculty personnel policies based on review of relevant literature. Includes discussion of selection and appointment, salary and promotion, rank and termination, academic freedom, leaves of absence, conditions of work, housing and services, recreation and social life, and retirement.

1349. INGRAHAM, ALLAN CLARK. *A Study of Methods Used to Orient New Members of a College Faculty With a View Toward Improving the Program of Orientation at Ohio Wesleyan University.* New York: New York University, 1952. 287 p. Abstract in *Diss. Abstracts,* 13: 521–522, No. 4, 1952.

Unpublished doctoral dissertation (Ed. D.). "The following topics were treated: (1) related literature; (2) the opinions of experts; (3) the program of orientation at Ohio Wesleyan University; (4) the program of orientation at [49] selected liberal arts colleges as revealed by surveys and visitations."

1350. INGRAHAM, MARK H. Committee on Insurance and Anuities. *Assoc. Amer. Coll. Bull.*, 42: 126–131, March 1956. (*Author:* Dean, College of Letters and Science, University of Wisconsin.)

Discusses six topics: normal retirement age, use of staff after normal retirement age, normal retirement income and means of providing it, group life insurance, group medical insurance, and group disability benefits.

1351. ——— Committee on Insurance and Annuities. *Assoc. Amer. Coll. Bull.*, 43: 159–162, March 1957. (*Author:* See No. 1350.)

Reports progress in raising of retirement age in some colleges since report 1 year earlier, and changes in insurance and other plans for faculty benefits.

1352. ——— Commission on Faculty and Staff Benefits. *Assoc. Amer. Coll. Bull.*, 44: 138–149, March 1958. (*Author:* See No. 1350.)

Reports grant of $205,000 from Ford Foundation for establishment and administration for 5 years of a national register of retired faculty members at Washington, D.C. Gives text of a proposed statement on retirement policies.

1353. JOHNSON, GEORGE E. Is a Compulsory Retirement Age Ever Justified? *Jour. Geront.*, 6: 263–271, July 1951. (*Author:* Vice President and Secretary, Teachers Insurance and Annuity Association.)

A general discussion with reference to pension plans for various types of workers but with some specific application to college professors. States advantages and disadvantages of compulsory age for retirement. Conclusion: "After examining the pros and cons of all methods, we will probably decide, as nearly all pension committees have, that a compulsory retirement age is the least objectionable of the available methods, and we will therefore recommend it even though we know of its patent weaknesses." Bibliography, 11 titles.

1354. ——— Preparation for Retirement Adjustment. *Assoc. Amer. Coll. Bull.*, 37: 385–392, Oct. 1951. (*Author:* See No. 1353).

"Here is information on what industry is doing to help its employees prepare for well-adjusted retirement, along with some suggestions which have been made to increase activity in this field of the college world." Reports plans and practices of Esso Standard Oil Co., Shell Oil Co., General Motors Corporation, and other organizations. Suggests advisability of a Teacher Continuation Service for new placements of some "retired" college professors.

1355. ——— Retirement and Annuities. *Jour. Educ. Sociol.*, 26: 212–220, Jan. 1953. (*Author:* See No. 1353.)

"I want to focus our attention upon the new TIAA-CREF retirement plan. I want to show how this plan has been designed to meet the individual needs of faculty members." Also suggests a Pre-Retirement Counseling Plan for college professors to include education on problems of the aging, annual interviews during 5 years preceding retirement, periodic medical checkups, and possible job placement.

1356. ——— Preparation for Retirement: A College Program. *Educ. Record*, 34: 141–145, April 1953. (*Author:* See No. 1353.)

A condensation of the material presented in No. 1355.

1357. ——— The Fundamentals of Retirement Planning for the College Professor. *AAUP Bull.*, 39: 215–230, Summer 1953. (*Author:* See No. 1353.)

"In this study of retirement planning for the college professor, we will start by analyzing the needs of the professor. . . . These needs can be stated briefly as follows: need for an adequate income, and need for a career after retirement."

1358. JOHNSON, LEE H. Ways to Increase Prestige and Improve Status of the Good Teacher. *Jour. Eng. Educ.*, 46: 132–134, Oct. 1955. (*Author:* Dean, College of Engineering, Tulane University, Louisiana.)

Lists various methods of recognition by the institution in which the individual is located, by the profession, by industry, and by the public. Gives several specific examples.

1359. JONES, JAMES J. How Can We Improve Our Faculty Meetings? *Educ. Adm. & Sup.*, 42: 178–180, March 1956. (*Author:* Assistant Professor of Education, University of Virginia.)

"Faculty meetings mean different things to different people. Yet all those who take part should feel that for their own purposes the meeting is worth while." Gives seven specific suggestions for improvement.

1360. Joranson, Philip N.; Irrmann, Robert H.; White, Frederick R.; *and* Williams, J. Rodman. The Christian Perspective in Liberal Arts Teaching at Beloit College. *Christ. Scholar*, 36: 29–33, March 1953. (*Authors:* Faculty members, Beloit College, Wisconsin.)

Describes origin and methods of an informal faculty group interested in the college's religious resources and leadership, which "continued its joint studies through approximately 20 meetings, held semi-monthly for nearly two years, with attendance usually ranging from 8 to 20. . . . Group discussion was focused upon possibilities for closer integration of religion and subject matter. . . . The most substantial and enduring issue of the group meetings, however, was the planning and presentation of an experimental course. . . . 'The Christian Tradition as a Cultural Heritage.'" Full outline of course given and methods described. For second report of work of the group by J. R. Williams and others, see No. 1435.

1361. Kelley, William Frederick. *The Inservice Growth of the College Teacher With Special Application to Catholic Colleges for Women.* Omaha, Neb.: Creighton University, 1950. xi,178 p. Summarized under various titles in *Cath. Educ. Review*, 48: 311–315, May 1950; 48: 378–381, June 1950; in *Educ. Adm. & Sup.* 36: 351–358, Oct. 1950; and in *Educ. Record*, 32: 132–141, April 1951.

Doctoral dissertation (Ph. D.) at University of Minnesota. Based on personal interviews at each of 23 Catholic colleges for women. Gives detailed reports on nine groups of practices and discusses their significance. "The findings of the interviews reveal practices which can be beneficial to colleges of any type, but particularly, perhaps, to the small college."

1362. Kelly, Harry C. National Science Foundation Programs in Science Education. *Higher Educ.*, 15: 33–36, Oct. 1958. (*Author:* Assistant Director for Scientific Personnel and Education, National Science Foundation.)

Characterizes enlarged programs of various types for prospective and for employed college teachers. Includes predoctoral fellowships, summer study programs, cooperative graduate fellowships, and institutes for training technical school faculties.

1363. Kerlinger, Fred N. The Functions of the University Professor of Education. *Sch. & Soc.*, 85: 35–37, Feb. 2, 1957. (*Author:* Assistant Professor of Education, New York University.)

"What I am suggesting for professors of education, in brief, is more ivory tower. . . . The education professor . . . must often slam the door of the tower and keep the community out if he wants to preserve his professional objectivity and integrity."

1364. Krough, Harold C. Faculty Retirement and Insurance Programs in Midwestern Universities. *AAUP Bull.*, 45: 203–208, June 1959. Reprinted from *Journal of Insurance*, Feb. 1959. (*Author:* Associate Professor of Business Administration, University of Kansas.)

Tabulates in detail data on retirement programs of the Big 10 and Big 8 midwestern colleges and universities.

1365. Kuntz, Leo F. Some Reflections on the Policy of Mandatory Retirement. *Cath. Educ. Review*, 57: 332–337, May 1959. (*Author:* Professor of Education, University of Notre Dame, Indiana.)

"These reflections may be divided into three interrelated classifications, namely, (1) personal implications, that is, significance for the individual himself; (2) social implications; and (3) educational implications."

1366. Lawson, Douglas E. Society's Stake in Merit Rating for Teachers. *Sch. & Soc.*, 85: 140–142, Apr. 27, 1957. (*Author:* Faculty member, Southern Illinois University.)

Summarizes arguments favorable and unfavorable to merit rating and reports in detail method followed at Southern Illinois University for rating 250 faculty members. For comments by G. L. Miller, see *Sch. & Soc.*, 85: 402, Dec. 21, 1957.

1367. Laycock, Frank. . . . And One to Grow On. *AAUP Bull.*, 41: 733–741, Winter 1955. (*Author:* Assistant Professor of Education, University of California, Riverside.)

"During 1952–53, nearly 250 college teachers spent a year away from their regular jobs at the expense of the Ford Foundation. I was one of them, and found my experience stimulating enough to suggest communicating it." Reports his experiences during a year at University of Chicago. "This sabbatical leave, then, has been a period of needed growth and re-creation. . . . This has, I know, happened to countless other people. . . . I hope the Fund for the Advancement of Education will be able to continue making available opportunities for professional growth."

1368. **Lazarsfeld, Paul F.** *and* **Thielens, Wagner, Jr.** *The Academic Mind: Social Scientists in a Time of Crisis.* Glencoe, Ill.: Free Press, 1958. xiii,460 p. (*Author:* (1) Professor of Sociology, Columbia University; (2) Not identified.)

A national survey of the attitudes of 2,451 social science teachers in 165 American colleges and universities toward the pressures exerted on academic freedom in the decade 1945–1955. Includes an evaluation of the survey by David Riesman, Professor of Social Sciences, University of Chicago. Reviews by W. Moore, *AAUP Bull.*, 45: 289–290, June 1959; and by A. M. Schlesinger, Jr., *Harvard Educ. Review,* 29: 151–153, spring 1959.

1369. **Leroy, Gaylord C.** Two Problems in General Education. *Jour. Higher Educ.*, 29: 301–308, 350–351, June 1958. (*Author:* Associate Professor of English, Temple University, Pennsylvania.)

"Of the many problems growing out of the experiment in general education at Temple University, there are two that I wish to consider, both related to the basic course in the humanities. The first is the problem of freedom for the teacher. . . . The second is a problem of scholarship. Is it possible to teach general-education courses and remain a scholar?"

1370. **Levitan, Sara.** Professional Organization of Teachers in Higher Education: Has It a Legitimate Place in Academic Strategy? *Jour. Higher Educ.*, 22: 123–128, March 1951. (*Author:* Assistant Professor of Economics, Champlain College, New York.)

Studies critically plans and potentialities of three national organizations, Department of Higher Education of the National Education Association, American Federation of Teachers, and American Association of University Professors. "The AAUP, even if it fails to include all the desired elements which have been outlined, looms as the only available organization for college faculty members which has attracted the confidence and support of a considerable proportion of the teachers of higher education. . . . Yet its accomplishments are meagre compared with its possibilities."

1371. **Lieberman, Myron.** *Education as a Profession.* New York: Prentice-Hall, 1956. xviii,540 p. (*Author:* Faculty member, University of Oklahoma.)

Concerned with professional status of the education profession as a whole, but with many implications for higher education, and some consideration of professional status of college teachers. Critical of American Association of University Professors as a professional organization. Bibliography, 329 titles. Reviews by B. Mehl, *Prog. Educ.*, 33: 185–188, Nov. 1956; by M. W. Watkins, *Sat. Review,* 39: 52, Sept. 8, 1956; and by W. S. Elsbree, *Teach. Coll. Record,* 58: 407–407, April 1957.

1372. ——— The Disorganization Man. *Sch. & Soc.*, 86: 165–167, April 12, 1958. (*Author:* Faculty member, Yeshiva University, New York.)

A vigorous attack on the effectiveness of the American Association of University Professors and to a lesser extent on the Association of Higher Education as professional organizations in contrast to the American Medical Association. "The AHA . . . is no more 'professional' than a society of stamp collectors."

1373. **Lloyd, R. Grann.** Retirement and Annuity Plans in Negro Colleges and Universities. *Jour. Negro Educ.*, 22: 201–204, Spring 1953. (*Author:* Professor of Social Sciences, Savannah State College, Georgia.)

Based on questionnaire responses from business managers of 87 institutions, whose names are given. Present practices described and five benefits stated. Feels that most of the institutions should improve their plans.

1374. **Lloyd, R. McAllister.** College Stocks and a Variable Annuity for College Pension Plans. *AAUP Bull.*, 37: 726–734, Winter 1951. (*Author:* President, Teachers Insurance and Annuity Association.)

"The prevailing concept, through all pension planning, not just in academic circles, is the constant dollar payment. The fluctuations in the cost of living in the past generation have focused attention on the weakness of this concept. . . . Many readers of the *Bulletin* already know something of a new concept which has never before been applied to pension plans. It is an attempt to provide an annuity which will vary more closely with the cost of living. It is the recently announced proposal to establish the College Retirement Equities Fund." Plan is fully explained and resolutions quoted as adopted by a special Commission of Educators and Laymen, of which President Henry M. Wriston, Brown University, was chairman.

1375. ——— The Role of TIAA and CREF in Higher Education. *Assoc. Amer. Coll. Bull.*, 42: 462–474, Oct. 1956. (*Author:* See No. 1374.)

Comprehensive statement of the development and purposes of the two organizations which have grown from 99 participating institutions in 1925 to 702 in 1955.

1376. Lovecky, Georgene B. The Whitney Visiting Professors Program. *Educ. Record*, 36: 137–141, April 1955. (*Author:* Secretary, Visting Professors and Whitney–Fulbright Visiting Scholars.)

"The Whitney Visiting Professors program, now in its third year of operation, has gained considerable momentum and registered a strong impact on the colleges which have participated in it. Thirty 'retired' professors have resumed their teaching for one year at colleges other than their own. . . . This article aims to describe and program and its operation."

1377. Ludlow, H. Glenn. What Attracts the New College Teacher? *Sch. & Soc.*, 87: 323, June 20, 1959. (*Author:* Faculty member, University of Michigan.)

Based on questionnaires from Bureau of Appointment of University of Michigan to 30 beginning college teachers. "Time and encouragement for research and writing rank high . . . while opportunities to supplement the academic-year salary and institutional help in getting good housing were among the least important factors."

1378. McGuire, Carl. Inflation and Faculty Annuity Programs. *AAUP Bull.*, 38: 74–89, March 1952. (*Author:* Associate Professor of Economics, University of Colorado.)

"Faculty annuity programs have been designed, up to now, on the basic assumption that the general level of prices would not rise significantly, even over an extended period of time. Fifteen years of experience with inflation have proved this assumption to be invalid and the development of a new type of faculty annuity program to be imperative."

1379. MacIver, Robert M. *Academic Freedom in Our Time.* New York: Columbia University Press, 1955. xiv, 329 p. (*Author:* Professor Emeritus, Political Philosophy and Sociology, Columbia University.)

Second volume of the Columbia University American Academic Freedom Project. In five parts: I. The Climate of Opinion (3 chapters); II. Academic Government and Academic Freedom (6 chapters); III. The Lines of Attack on Academic Freedom (2 chapters); IV. The Student and the Teacher (2 chapters); V. The University and the Social Order (3 chapters). Bibliography 306 titles, classified topically. (For first volume by R. Hofstadter and W. P. Metzger, see No. 1344.) Reviews by P. H. Odegard, *Amer. Pol. Sci. Review*, 50: 527–532, June 1956; by L. Wilson, *Amer. Sociol. Review*, 21: 233–234, April 1956; by T. H. Eliot, *Coll. & Univ.*, 31: 361–363, No. 3, 1956; by W. P. Sears, *Educ.*, 70: 261, Oct. 1955; by D. Fellman, *Educ. Forum*, 20: 365–372, March 1956; by R. L. Dewey, *Educ. Research Bull.*, 35: 77–79, March 1956; by A. M. Schlesinger, Jr., *Jour. Higher Educ.*, 27: 338–343+, June 1956; by A. E. Bestor, Jr., *Miss. Val. Hist. Review*, 43: 103–104, June 1956; by H. H. Wilson, *Nation*, 181: 513–514, Dec. 10, 1955; by R. L. Caldwell, *Pac. Hist. Review*, 35: 69–70, Feb. 1956; by L. E. Metcalf, *Prog. Educ.*, 33: 184–185, Nov. 1956; by G. P. Rice, Jr., *Quart. Jour. Speech*, 42: 80–81, Feb. 1956; by B. Glass, *Science*, 123: 726–727, April 27, 1956; by R. R. Taylor, *Soc. Forces*, 34: 382, May 1956; by A. Johnson, *Soc. Research*, 23: 107–110, Spring 1956; by W. Habbertson, *Soc. Studies*, 47: 237–238, Oct. 1956; and by J. Marshall, *Teach. Coll. Record*, 57: 574–575, May 1956.

1380. McKeachie, William J. Student Ratings of Faculty. *Improv. Coll. & Univ. Teach.*, 5: 4–8, Winter 1957. (*Author:* Professor of Psychology, University of Michigan.)

Discusses method of constructing a new scale, including purpose of the scale, faculty morale, length of the scale, selection of items, and administration of the scale. "Here is an opportunity to see ourselves as others see us! Let us use it wisely."

1381. Marchetti, Jerome John. *Condition of Faculty Service in Midwest Jesuit Colleges and Universities.* Minneapolis: University of Minnesota, 1952. 331 p. Abstract in *Diss. Abstracts*, 12: 517–518, No. 4, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on data secured by personal visits to "all of the nine Jesuit colleges in the North Central States." Covers "rank and promotion, tenure and academic freedom, salaries, insurance and retirement provisions, service load, clerical assistance for faculty members, leaves of absence, provisions for attendance at professional meetings, and faculty welfare services." States weaknesses of the nine institutions as revealed by the study.

1382. MARSHALL, MAX S. Grading the Teacher. *Assoc. Amer. Coll. Bull.*, 38: 257–267, May 1952. (*Author:* Professor of Microbiology, University of California.)

A vigorous attack on efforts at measurement of teaching competence. "In the endless charting of various qualities of all teachers, 90 percent of the items are not pertinent." Opposes faculty rating by students on moral, statistical, and scientific grounds.

1383. ——— Time to Retire. *Educ. Forum.* 17: 155–159, Jan. 1953. (*Author:* See No. 1382.)

Opposes fixed retirement age of 65 for college professors. "Three points become axiomatic. First, the age to which men and women can work effectively has risen; even if it had not, the wisdom of experience is the very essence of education. Second, not every teacher ages at the same rate so that some men are older at sixty than are others at sixty-five. Third, the decision to enforce retirement at, say sixty-five, instead of a decision to retire when the clock runs down sufficiently, is logically an absurdity in that it postulates coincidence of age and incompetence." Implications of each of these statements considered. For reply by H. A. Webb, see No. 1432.

1384. ——— The Perquisites of Teaching. *Improv. Coll. & Univ. Teach.*, 1: 3–8, Feb. 1953. (*Author:* See No. 1382.)

After discussing some perquisites and rewards of a questionable type, considers more fully "several perquisites that are not of the equivocal kind"—opportunity for continued study, the challenge of problems, association with youth, and the privilege of service.

1385. MARTIN, KEN. An Equitable Basis for Faculty Promotions and Salary Increases. *Coll. & Univ. Bus.*, 25: 40–41, Sept. 1958. (*Author:* Treasurer–Business Manager, Ohio Northern University.)

States 12 criteria for promotion as determined by vote of 68 faculty members at Ohio Northern University. "Our faculty council believes that if the criteria listed are used instead of the usual one or two standards that administrators tend to lean on substantially, the morale of the faculty will be greatly improved."

1386. MAYHEW, LEWIS B. Colleges Improve Their Programs. *Assoc. Amer. Coll. Bull.*, 41: 284–291, May 1955. (*Author:* Director, Committee on Liberal Arts Education, North Central Association.)

Describes various problems studied "four-week workshops, two of which are held each summer." States that "workshops can be of considerable importance in providing for in-service training of faculty members and at the same time accomplishing needed research. Persons who attend these workshops are changed as a result of their experience, and they do prepare studies and recommendations which are translated into changed policy."

1387. MEYER, PRISCILLA R. *and* PATTON, ROLLIN M. Can Student Rating of Instructors Be Painless and Foolproof? *Sch. & Soc.*, 80: 200–201, Dec. 25, 1954. (*Authors:* Faculty members, University of Akron, Ohio.)

"Student ratings are likely to be careless, too general, biased, or unpalatable. . . . The armed forces and private industry have been using a radically different type of rating scale which attacks these objections. It is the forced-choice scale." Gives examples of it and discusses its merits. "To test this method in a university setting, we devised a 25-block, 100-item forced-choice form for college teachers." Describes administration of it to 208 students in two unnamed universities and discusses results. Conclusion: "The forced-choice scale discriminated between good and poor teachers very effectively, . . . was more foolproof than any of the graphic or checklist types, . . . can take the curse off student rating of instructors."

1388. MILLER, VAN. Faculty Committee Advises Dean on Promotion, Rank, Pay. *Coll. & Univ. Bus.*, 12: 45–47, May 1952. (*Author:* Professor of Education, University of Illinois.)

Outlines the procedures and evaluates the work of such a committee in the College of Education of University of Illinois.

1389. MOORE, ELON H. Professors in Retirement. *Jour. Geront.*, 6: 243–252, July 1951. (*Author:* Head, Department of Sociology, University of Oregon.)

"Analysis of the records of retirement experience of some 359 retired professors, made possible through the cooperation of the TIAA, gives us information on the adjustments to retirement experience for this occupational group. Such items as their degree of satisfaction and dissatisfaction, their problems of income, and their employment or attempted employment in retirement years receive attention. The group who move from their home community is compared with those who remain in the location of their last assignment."

1390. Moores, Merwin M. A Five-Year Pre-School Conference Plan. *Jun. Coll. Jour.*, 25: 247–252, Jan. 1955. (*Author:* Librarian, and Chairman of Curriculum and Instruction Committee, Northern Montana College.)

"A new 'five-year' plan has emerged in Northern Montana." Describes 1951, 1952, and 1953 pre-college conferences. First one dealt especially with guidance and mental hygiene, second with general and vocational education, third with goals of college education. Full report given of methods used in 1953 conference.

1391. Morgan, David H. A New Faculty Member Through the Eyes of a College President. *Coll. & Univ.*, 31: 188–196, Winter, 1956. (*Author:* President, A.& M. College of Texas.)

A stimulating address at first faculty and staff meeting in fall of 1955. "The new faculty member should be fully informed on the rich traditions and fine work of the institution." Gives several examples. States various ways in which the administration is ready to help the new faculty member. Announces five awards of $500 each to be given to the faculty, three for outstanding teaching, one for improvement of faculty-student relationships, and one for outstanding research by a teacher.

1392. Morse, H. Taylor. Academic Respectability—How to Attain It. *Sch. & Soc.*, 72: 1–4, July 1, 1950. (*Author:* Dean, General College, University of Minnesota.)

Satirical advice to young college instructors under headings of relations with students, tests and examinations, and professional relationships and activities. "If you adhere diligently to these principles and practices, you may look forward to a long, and self-gratifying, career as an instructor or assistant professor."

1393. Mueller, Francis J. *Evaluation of College Faculties by Students.* Baltimore, Md.: Johns Hopkins University, 1951. Summary in *AAUP Bull.*, 37: 319–324, June 1951.

Unpublished doctoral dissertation (Ed. D.). Based on information received from 804 colleges and universities. Finds that of the 296 which reported definite experience with student ratings, four-fifths of them planned to continue use of them. "The indications are that never before has activity in this area even approached its present level of intensity. What is more, this trend is still increasing."

1394. Murphy, Richard. On Being Doctored. *Quart. Jour. Speech*, 44: 453–456, Dec. 1958. (*Author:* Professor of Speech, University of Illinois.)

Reports results of country-wide questionnaire study and analysis of local campus mail with reference to frequency of use of terms "doctor" or "professor." Of 175 replies received, usage was about equally divided. Discusses desirability and trends.

1395. Myers, Alonzo F., *ed.* The Role of Higher Education in Retirement Planning and Counseling. *Jour. Educ. Sociol.*, 30: 210–244, Jan. 1957. (*Author:* Chairman, Department of Higher Education, New York University.)

Entire issue is devoted to six addresses and reports of four group meetings at Twelfth Annual Higher Education Conference at New York University, Dec. 8, 1956. Authors are Carroll V. Newsom, President of New York University, and faculty members of the University.

1396. Nathan, Norman. Arrive at Sixty-Five: A Proposal for Using the Services of the Emeritus. *Jour. Higher Educ.*, 27: 213–214, 231–232, April 1956. (*Author:* Associate Professor, Utica College of Syracuse University, New York.)

"There is a way to salvage the assets possessed by the older professor and at the same time permit him to retain that feeling of usefulness toward which he has striven for so many years. A man reaching retirement age should be given the opportunity to remain on the staff as a senior professor teaching one section at an appropriate fraction of his salary. The advantages to both the senior professor and the college will be many." States several such advantages.

1397. Neuberger, L. Mark. In-Service Improvement of Teaching. *Improv. Coll. & Univ. Teach.*, 7: 48–51, Spring 1959. (*Author:* Dean of Academic Administration, Utah State University.)

"A review of current educational literature and visits to the campuses of more than forty colleges and universities have convinced the writer that in-service education is the key which has unlocked the door and opened a new vista in higher education. . . . There are many types of in-service programs in operation today. The most popular seem to be the seminar and workshop."

1398. Norem, Grant M.; Bublitz, W. F.; Scheffer, John D.; *and* Gilbert, Edna. An Evaluation Scheme for Academic Ranking. *Peabody Jour. Educ.*, 28: 21–41, July 1950. (*Authors:* Faculty members, North Dakota State Teachers College, Minot.)

Report of methods used at the college, whose faculty consisted of 60 members. Authors state nine reasons for assigning rank to faculty members. Assignment was in terms of evidence of scholarship and scholarly attainment, evidence of professional services to the college, and certain minimum requirements. Gives a detailed evaluation schedule and a special 12-point faculty rating scale as used by colleagues. Purdue Rating Scale of Instructors was used to secure student evaluations of faculty. Bibliography, seven titles.

1399. Norris, Robert Bayless. *The Improvement of College Teaching Through the Use of In-Service Techniques.* New York: Columbia University, 1951. Partial summaries in *Sch. & Soc.*, 77: 327–329, May 23, 1953; in *Educ. Adm. & Sup.*, 39: 370–374, Oct. 1953; and in *Jour. Educ. Research*, 49: 203–209, Nov. 1955. (*Author:* Member, Department of Education, Lehigh University, Pennsylvania.)

Unpublished doctoral dissertation. Based in part on questionnaire responses and rating sheets from 270 college teachers in New York State Teachers Colleges. Practices evaluated are classified in 10 main types. "A final conclusion drawn from both analysis of the data and from comments and additional practices suggested by those who completed the questionnaires is that there is much evidence that the teaching staff does not feel that the administrative staff show sufficient sympathy toward, or understanding of, good college teaching."

1400. O'Callaghan, Jeremiah J. Report of the Committee on Faculty Welfare. *Nat. Cath. Educ. Assoc. Bull.*, 55: 106–107, Aug. 1958. (*Author:* Chairman of the Committee.)

Discusses faculty orientation programs based on study of practices in 35 colleges.

1401. Parker, John W. The Place of the Teacher in American Higher Education. *Vital Speeches*, 19: 605–606, July 1953. (*Author:* President, College Language Association; Faculty member, Fayetteville State College, North Carolina.)

Address before College Language Association, April 24, 1953. A college is "a community of scholars, some real, some potential, but nevertheless a group of persons who have elected to devote themselves to cultural and intellectual pursuits. . . . Not always does a college or university dean regard superior teaching as of prime importance. . . . Many of our 'teachers' are not really teachers. They are mathematicians, physicists, historians, linguists, and so on through the list—not teachers. . . . The college teacher is promoted for almost any reason except that he can teach."

1402. Peterson, Basil H. Starting a Year. *Jun. Coll. Jour.*, 27: 18–21, Sept. 1956. (*Author:* President, Orange Coast College, California.)

"Each year the Orange Coast College sets the stage by holding a pre-school workshop and conference for all members of the faculty. . . . The pre-school conference this past year gave consideration to three major topics: (1) freedom to teach; (2) teaching the basic skills; and (3) an evaluation of the educational program of Orange Coast College." Gives a description of techniques used which author feels may be of value to other institutions.

1403. Pfnister, Allan O. Promotion and Tenure Policies in Undergraduate Colleges. *North. Cent. Assoc. Quart.*, 32: 268–275, Jan. 1958. (*Author:* Instructor in Higher Education, University of Chicago.)

Based on study of policies of 128 colleges in the North Central Association. Chiefly concerned with promotion policies. Bibliography, 14 titles.

1404. Pray, Francis C. Let's Invest in Scholarship. *AAUP Bull.*, 45: 66–69, March 1959. (*Author:* Vice President for College Relations, Council for Financial Aid to Education.)

"This article proposes that at least a portion of the funds available for these purposes be segregated as an investment in scholarship and professional improvement and be allocated to each individual faculty member according to a fixed proportion of his base salary."

1405. Pressey, Sidney L. The Older Psychologist: His Potentials and Problems. *Amer. Psych.*, 10: 163–165, April

1955. (*Author:* Professor of Psychology, Ohio State University.)

Report of a new committee of the American Psychological Association for study of problems of and possible opportunities for the older psychologist. Reports administrative practices regarding retirement furnished by 123 heads of psychology departments. Also information received from 180 psychologists, over 60 years of age, 48 percent of whom had retired, giving their personal and professional plans. Makes various recommendations.

1406. ——— Certain Findings and Proposals Regarding Professional Retirement. *AAUP Bull.*, 41: 503–509, Autumn 1955. (*Author:* See No. 1405.)

Gives numerous examples of successful work of professors in various institutions after their retirement. Reports results of questionnaire responses from 180 psychologists, age 60 or over (see No. 1405.) Recommends considerable adjustment in retirement policies and systematization of procedures for securing opportunities for further employment after retirement. "It might turn out that older professional people will become a major reserve pool of professional manpower."

1407. Punke, Harold H. Ranking, Tenure, and Sex of Junior College Faculties. *Sch. Review*, 62: 480–487, Nov. 1954. (*Author:* Faculty member, Alabama Polytechnic Institute.)

Based on questionnaire responses from 448 junior colleges. "Primarily concerned in the ways in which junior colleges classify or rank their faculties and the extent to which tenure may be acquired, with subsidiary reference to the composition of junior college faculties as to sex." Data are presented in text and three tables.

1408. Reeder, Edwin H. The Quarrel Between Professors of Academic Subjects and Professors of Education. *AAUP Bull.*, 37: 506–521, Autumn 1951. (*Author:* Professor of Education, University of Illinois.)

"That there is a serious cleavage between the professors of academic subjects and those of Education on most, if not all, the campuses of our higher institutions is obvious. . . . The cleavage is not often brought out into the open. . . . Recently, however, on the campus where the writer is teaching, the hostility of the liberal arts professors burst into an open attack." Gives quotations from a hostile address and replies to some of the statements made in it.

1409. Richards, John R. More Effective Utilization of College Facilities. In Western College Association, *Proceedings*, Fall 1956, p. 7–15. (*Author:* Chancellor, Oregon State System of Higher Education.)

"My summary sentence would be simply this: Our faculties in many cases are not aware of the urgency and the responsibility of the next 10 years as are you, and, that being the case, it is your responsibility not only to finance our colleges but to stimulate leadership within teaching ranks so that our education may be the most effective we have had in the history of American colleges and universities."

1410. Robbins, Rainard B. Academic Retirement and Related Subjects: Report on a Study Conducted by a Joint Committee of the American Association of University Professors and the Association of American Collegs. *AAUP Bull.*, 36: 97–117, Spring 1950; also in *Assoc. Amer. Coll. Bull.*, 36: 308–328, May 1950. (*Author:* Vice President, Teachers Insurance and Annuity Association.)

A very comprehensive, factual study. Based on questionnaires sent to administrators of 1,500 institutions. Major portion of report deals with (1) the age at which or the period within which retirement should normally occur; (2) the provisions to insure an income for retired faculty members; and (3) the treatment of exceptions.

1411. ——— Issues in Retirement: A Collection of Views. *Assoc. Amer. Coll. Bull.*, 36: 534–551, Dec. 1950. (*Author:* See No. 1410.)

Supplementary to No. 1410, based on the 1,500 questionnaires there mentioned. Quotes from many of them on compulsory retirement, early retirement, late retirement, normal or optional retirement age, early cessation of administrative work, tapering off, size of retirement benefits, and vesting of pension equities.

1412. Robinson, Roland I. Beyond Retirement. *AAUP Bull.*, 41: 328–335, Summer 1955. (*Author:* Professor of Banking, Northwestern University, Illinois.)

"Retirement age policy poses a dilemma both for teachers and for academic administrators. . . . The academic climate seems to preserve the health of many." Tabulates various retirement practices in 380 colleges. Suggests establishment of a Retirement Register in the offices of American Association of University Professors to facilitate placement of retired professors in new positions.

1413. Rornbaugh, Lewis H. Rank and Rancor: You Can Determine Which It Will Be. *Coll. & Univ. Bus.*, 25: 29–40, Nov. 1958. (*Author:* Vice President and Provost, University of Arkansas.)

Reports system developed in "one medium sized publicly supported institution" for equating five teaching ranks, five research ranks, and four library ranks. Discusses advantages and disadvantages of the plan.

1414. Roucek, Joseph S. The Status and Role of American and Continental Professors: A Comparison of Two Educational Traditions. *Jour. Higher Educ.*, 30: 260–265, May 1959. (*Author:* Professor of Political Science and Sociology, University of Bridgeport, Connecticut.)

Discusses various differences and similarities of professors in American, British, and Continental universities. "In spite of all the evidence of how much faith the American public has that education can solve most, if not all, of its problems, the American professor is lacking in status as compared with the European."

1415. Schottland, Charles I. *and* Cohen, Wilbur J. Social Security Coverage of Higher Education: Effect of the Enactments of 1954. *Higher Educ.*, 11: 45–49, Dec. 1954. (*Authors:* (1) Commissioner of Social Security; (2) Director, Division of Research and Statistics; both of Social Security Administration, U.S. Department of Health, Education, and Welfare.)

"The Social Security Amendments of 1954 . . . represent a significant advance for the Social Security System instituted 19 years ago. Major changes in the old age and survivors' insurance program are of considerable importance to teachers in publicly controlled schools, colleges, and universities." Describes details under headings: Extension of Coverage, Improvement of Benefits, Retirement Test, Protection of Benefit Rights of the Disabled, and Financing.

1416. Schwab, Joseph J. Norms for Promotions: A Symposium. *Jour. Gen. Educ.*, 10: 125–144, July 1957. (*Author:* Professor of Education, University of Chicago.)

Gives text of a statement of principles and norms prepared at request of a faculty committee of University of Puerto Rico. "I feel that because of its importance and past neglect it is high time that the question of personnel policy be discussed, not only locally, at the University of Puerto Rico, but at large." Followed by comments by Angel G. Q. Alfaro, Dean, University of Puerto Rico; by Edward A. Carlin, Dean, Michigan State University; by Maurice B. Cramer, Professor of Humanities, University of Chicago; by Russell M. Cooper, Assistant Dean, University of Minnesota; by William C. DeVane, Dean, Yale College; and by Jose A. Torres, Director, Social Science Department, University of Puerto Rico.

1417. Seymour, Harold. Call Me Doctor! *Educ. Record*, 39: 230–234, July 1958. (*Author:* Instructor in History, Finch College, New York.)

Asserts that professors "need to assume more responsibility for raising public regard for their calling. . . . Those who are doctors and teachers and Ph. D.'s combined should take at least as much pride in their title as do physicians. They should use the title 'Doctor' at every appropriate opportunity."

1418. Shannon, George Pope. Administrative Policies and Faculty Effectiveness. In American Conference of Academic Deans, *Proceedings*, 1951, p. 23–34. (*Author:* Associate Secretary, American Association of University Professors.)

Analyzes difficulties, aside from academic freedom, in some 50 cases referred to the Association by professors claiming mistreatment by administration. Discusses administrative actions "which can only be described as outrageous or contemptible" and of faculty actions "incredibly stupid, or ignorant, or cowardly, or unprincipled, or just cantankerous."

1419. Smith, Max S. National Science Foundation Grants $47,400 for Junior-Community Teachers. *Jun. Coll. Jour.*, 28: 412, March 1958. (*Author:* Assistant to Vice President, Michigan State University.)

Report of fund awarded to Michigan State University to cover stipends for 45 teachers in science and mathematics in junior colleges for summer institute of 6 weeks in 1958. States four main objectives for improvement of such teachers.

1420. Smith, Raymond C. What Is Industry's Responsibility in the Training and Development of Engineering Teachers? *Jour. Eng. Educ.*, 47: 301-303, Dec. 1956. (*Author:* General Supervisor, Salaried Personnel Department, Allison Division, General Motors Corporation, Indianapolis, Indiana.)

States three reasons why "our top management believes that it is good business to provide temporary employment for college engineering teachers during their summer vacations" but says that "we at Allison feel that it is unethical to woo the engineering teachers from the college faculties" on any permanent basis of employment. Reports also policies and practices on the part of other large industrial corporations.

1421. Spalding, Willard B. The Professor as an Educator. *Jour. Higher Educ.*, 21: 293-298, 337-338, June 1950. (*Author:* Dean, College of Education, University of Illinois.)

Gives a general picture of the work of the university professor with special emphasis on his research activities.

1422. Statement on Procedural Standards in Faculty Dismissal Proceedings. *AAUP Bull.*, 44: 270-274, March 1958.

"The following Statement . . . has been prepared by a joint committee representing the Association of American Colleges and the AAUP. It is intended to supplement the 1950 Statement. . . . The Statement was approved by the Council of the AAUP at its Fall meeting in November 1957, and by the AAC at its annual meeting in January 1958."

1423. Stripling, Robert O. Orientation Practices for New College Faculty Members. *AAUP Bull.*, 40: 555-562, Winter 1954-55. (*Author:* Associate Professor of Education, University of Florida.)

"The author recently asked 86 faculty members who had been in their present positions for three years or less to list orientation practices which they felt were helpful or would have been helpful to them in adjusting to their new positions. These faculty members represented 79 institutions of higher learning in 31 different States. . . . Two hundred college administrators who had expressed an interest in the study were also asked to contribute their ideas." Presents two suggestions for use before appointment, nine upon accepting a position, three upon reporting for duty, and nine for subsequent professional adjustment.

1424. Templeton, William Darby. Public Relations for the Scholar. *Jour. Higher Educ.*, 27: 194-200, April 1956. (*Author:* Professor of English, University of Southern California.)

A discussion of the intellectual integrity of present-day faculty members and their obligation to convey accurate, disinterested information. "Do they, in defiance of the prevailing practical materialism of these times, exercise conscientiously their potentialities for thinking in accordance with evidence, for judging disinterestedly, and for informing other persons in a manner truly proper?"

1425. Travers, Robert M. W. Appraisal of the Teaching of the College Faculty. *Jour. Higher Educ.*, 21: 41-42, 56, Jan. 1950. (*Author:* Associate Professor of Education, University of Michigan.)

Discusses various plans and methods. "The overwhelming weight of evidence, it is hoped, will prevent colleges from adopting ratings of faculty by faculty, or of faculty by students, for assessing teaching effectiveness. . . . The inevitable conclusion to be drawn is that at the present time there are no methods available for appraising the effectiveness of teaching at the higher levels of education."

1426. Troup, Herbert. Christianity and the Intellectual Disciplines. *Christ. Cent.*, 75: 582-588, May 14, 1958. (*Author:* Professor of Sociology, Brooklyn College, New York.)

Brief history of Faculty Christian Fellowship since its organization in 1952, with special emphasis on organization of a study group of professors of sociology.

1427. Turbeville, Gus. Acquiring and Retaining Good Faculty Morale. *Coll. & Univ. Bus.*, 23: 33, Dec. 1957. (*Author:* President, Northland College, Wisconsin.)

Reports some of the practices at Northland College contributing to exceptionally high faculty morale. "It is necessary always to have positive goals toward which the faculty is striving. . . . We have found it advantageous to send all faculty members copies of the president's weekly letter to the board of trustees. . . . One of the happiest decisions made at Northland College was the decision to abolish all faculty rankings. . . . Obviously there is no simple or sure procedure for guaranteeing good faculty morale. It takes a lot of honesty and courage on the part of both administration and faculty members. It can, however, be achieved, and the results are well worth the effort."

1428. Turner, Ralph H. Retirement Practices in Selected Colleges and Universities. *AAUP Bull.*, 42: 662–666, Winter 1956. (*Author:* Associate Professor of Psychology, Oberlin College, Ohio.)

Based on information furnished by 26 institutions. "Most of the institutions (92 percent) reported that they had a compulsory retirement age. Questions as to the details of retirement policies indicated that there are often optional aspects to 'compulsory' retirement systems. Only one-third of those reporting a compulsory system had a flat retirement age of 65."

1429. Using Self-Evaluation as an Instrument for Institutional Improvement. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1955, p. 33–51.

Four papers on different phases of the topic: "The Values and Meaning of Self-Evaluation," by Ewald B. Nyquist; "How to Plan and Conduct a Self-Evaluation," by F. Taylor Jones; "The Effects of Self-Evaluation in a Large University,' by Albert E. Meder, Jr., Rutgers University; and "The Effects of Self-Evaluation in a Liberal Arts College," Jack T. Johnson, Hofstra College.

1430. Van Dyke, George E. Social Security and the Colleges and Universities. *Higher Educ.*, 7: 53–60, Nov. 1, 1950. (*Author:* With U.S. Office of Education.)

A comprehensive discussion giving general background and applications of the Social Security Act to colleges and universities, including effective date, retirement age, benefits, rates of deductions, and other details. Concludes with 11 answers to specific questions which "may be applicable to colleges and universities generally."

1431. Walgren, Paul A. What's Happening to Retirement Benefits? *Coll. & Univ. Bus.*, 27: 30, Aug. 1959. (*Author:* Controller, University of Southern California.)

"When social security was made available to educational institutions it was hailed as a second layer to our retirement cake. To many of the older staff members it was not only a second layer to their cake, but also provided a generous amount of frosting." Discusses present conditions and probable developments until 1969 and situation of two groups of staff members in relation to TIAA payments and benefits.

1432. Webb, Hanor A. Retire in Time. *Educ. Forum*, 17: 423–425, May 1953. (*Author:* Professor of Science Education, George Peabody College for Teachers, Tennessee.)

A reply to M. S. Marshall, No. 1383. Presents forcefully reasons for a fixed retirement age. "Retirement, after all, is not calamity but opportunity." Gives numerous examples of men who did outstanding creative work after they were 70 years of age.

1433. Weeks, Ila Delbert. In-Service Education for College Teachers. *Sch. & Soc.*, 76: 37–39, July 19, 1952. (*Author:* President, University of South Dakota.)

"The usual procedures, such as workshops, conferences with the head of the department, lectures, and bulletins have value and should be continued. However, there must be more personal guidance if we are to obtain the desired results. This type of help can be obtained best by a well-adjusted program of supervision." Discusses methods and values of such a program.

1434. White, M. M. Distinguished Professorship at the University of Kentucky. *Jour. Eng. Educ.*, 43: 573–574, June 1953. (*Author:* Dean, College of Arts and Sciences, University of Kentucky.)

"The problem of recognizing merit and holding personnel is met in all professions. . . . As a recognition of service and ability, the College of Arts and Sciences of the University of Kentucky elects each year from its membership the 'Distinguished Professor of the Year.'" Describes method of selection, privileges and obligations of the man selected, and functions served by the plan.

1435. Williams, J. Rodman; Brown, Robert M; Davis, Harvey L.; Fossum, Robert H.; Palmer, R. Ronald; *and* Wiley, Lester E. The Christian Perspective in Liberal Arts Teaching at Beloit College. *Christ. Scholar*, 36: 131–134, June 1953. (*Authors:* Faculty members, Beloit College, Wisconsin.)

Describes second offering of the course "The Christian Tradition as a Cultural Heritage" at Beloit College and reports changes made in method of presentation. (For first presentation, see No. 1360.) "The lecture method was largely abandoned. A joint student-faculty approach was instituted. . . . In almost every respect, the second offering of the course proved more satisfactory. . . . Several discussions have been held recently concerning a third presentation of this type of course."

1436. Withey, Raymond A., Jr. Programs of In-Service Training for College Teachers. *Educ. Adm. & Sup.*, 42: 193–202, April 1956. (*Author:* Dean, College of Liberal Arts, Drew University, New Jersey.)

Stresses the obligation and opportunity of the dean to devise and organize various methods of improvement of the faculty before and after their appointment. Conclusion: "A happy faculty is a good one. A continual effort should be made to create conditions that will maintain a high level of student and faculty morale. That is the basis of any successful in-service training program."

1437. Woodburne, Lloyd S. Qualification of Superior Faculty Members. *Jour. Higher Educ.*, 23: 377–382, Oct. 1952. (*Author:* Dean, College of Arts and Sciences, University of Washington.)

Analyzes the institutional records used by the committee of administrative officers and faculty members at an unnamed midwestern State university in deciding on the promotions of 64 faculty members during a 15-year period. "The representative member of the superior group is a brilliant or highly-qualified research worker, an outstanding or successful teacher, possessing imagination, insight or originality, industry, and integrity."

1438. Woods, Roy C. Retirement Systems in Institutions of Higher Education. *Jour. Higher Educ.*, 30: 101–104, Feb. 1959. (*Author:* Professor of Education, Marshall College, West Virginia.)

Reviews several earlier studies in the field. Reports results of questionnaire study on various phases of retirement policy as reported by 28 church colleges, 52 private colleges, and 87 State and municipal colleges. Summaries are given for each group separately. Concludes that compulsory retirement at age 65 is not biologically, professionally, or economically sound.

1439. Workman, John Rowe. *New Horizons of Higher Education: Innovation and Experimentation at Brown University.* Washington: 1959. viii,88 p. (*Author:* Associate Professor of Classics, Brown University, Rhode Island.)

From *Introduction* by John W. Gardner, President, Carnegie Corporation of New York: "Important innovations in college teaching can only be accomplished by men with a thorough mastery of subject matter and an imaginative grasp of the teaching process. Beyond that they need time, energy, and courage. Any substantial innovation in the curriculum disturbs comfortable habits and threatens vested interests in the faculty. Only a faculty which is intellectually vigorous will attempt such an innovation. And only a faculty which is large-minded and courageous will carry it through. Brown University has accomplished such an innovation in the program described by Professor Workman."

1440. Wright, Robert L. A Study of Rank in American Higher Education. *Jun. Coll. Jour.*, 27: 146–149, Nov. 1956. (*Author:* Assistant Professor of Communications Skills, Michigan State University.)

"This study was undertaken to determine the degree to which concepts of academic rank may be found in American junior colleges, teachers colleges, and other four-year colleges and universities." Based on analysis of college catalogs. Data are tabulated for 72 junior colleges, 106 teachers colleges, and 155 other 4-year institutions. Gives 11 titles of different ranks identified.

See also Nos. 47, 172, 186, 195, 205, 228, 256, 266, 267, 268, 278, 280, 281, 285, 289, 299, 360, 374, 408, 436, 437, 455, 592, 682, 756, 765, 770, 784, 799, 851, 859, 865, 869, 955, 956, 957, 958, 960, 962, 963, 964, 966, 967, 968, 971, 972, 973, 979, 980, 984, 985, 987, 993, 995, 997, 998, 1000, 1001, 1023, 1041, 1042, 1044, 1045, 1049, 1050, 1056, 1058, 1059, 1063, 1070, 1074, 1081, 1086, 1090, 1102, 1105, 1114, 1116, 1127, 1135, 1146, 1150, 1153, 1164, 1178, 1195, 1203, 1236, 1254, 1273, 1442, 1448, 1455, 1460, 1461, 1472, 1483, 1484, 1497, 1505, 1516, 1528, 1540, 1550, 2014, 2026, 2031, 2032, 2188, 2194, 2209, 2294, 2311, 2315, 2320, 2395, 2443, 2502, 2570, 2581.

6. WORKING CONDITIONS

Includes salary, fringe benefits, economic status, leaves of absence, class size, teaching load, and relative claims of teaching and research.

1441. Anderson, Sylvia F. Why Don't I Do Research? *AAUP Bull.*, 40: 472–479, Autumn 1954. (*Author:* Assistant Professor of English, University of Washington.)

Gives a vivid personal recital of varied responsibilities—teaching, conferences, and other activities during a 4-day period which makes any serious research impossible.

1442. Armentrout, Winfield D. Relation of Class Size and Other Factors to Student Ratings of Teachers. *Jour. Teach. Educ.*, 1: 102, June 1950. (*Author:* Vice President, Colorado State College of Education.)

"Student rating of teachers has become a valuable instrument for self-improvement in classroom instruction at the Colorado State College of Education." Discusses influence of such ratings on class size, ability of the student, required courses, and "halo effect."

1443. Armstrong, Lincoln. Common Misconceptions of the Faculty Concerning the College Store. *Coll. & Univ. Bus.*, 13: 44–46, Nov. 1952. (*Author:* Instructor in Sociology, University of Delaware.)

Based on questionnaire responses from 20 percent sample of faculty and administrative staff of University of Delaware. Considers seven common misconceptions.

1444. Association Activity for the Improvement of the Economic Status of the Profession. *AAUP Bull.*, 44: 212–213, March 1958.

"A major portion of this issue of the *Bulletin* is devoted to material looking toward the improvement of the economic status of the academic profession." Contains introductory statement, with comments on four important following articles: (1) "Economic Status of the Profession: A Statement of Policy," by William A. Neiswanger, Chairman, University of Illinois, p. 214–216; (2) "Report of the Subcommittee on Standards," by Francis M. Boddy, Chairman, University of Minnesota, p. 217–218; (3) "Grading of Academic Salary Scales," by Fritz Machlup, Johns Hopkins University, p. 219–236; (4) "Instructional Salaries in 39 Selected Colleges and Universities for the Academic Year 1957–58: A Study by the Committee on the Economic Status of the Profession of the AAUP: Final Report," by Albert H. Imlaw, Chairman, Tufts University, p. 237–269. Second and third articles present a table of minimum salaries by which the salary scales of any institution can be rated, for four academic ranks, and for seven levels of quality, checked against actual practice in over 400 institutions. Last article is sixth report on salaries similar to other biennial reports. (For earlier ones see *College Teachers and College Teaching* (No. 10) entries 896–902.) Shows that mean salaries for all ranks increased 13.5 percent from 1955–56 to 1957–58. Relates these results to changes in purchasing power and makes comparisons with income of other professions.

1445. Bartz, William J. The Salary With the Fringe on Top. *Coll. & Univ. Bus.*, 20: 31–32, June 1956. (*Author:* Bursar, Idaho State College.)

Describes various "fringe benefits" for a college faculty, including housing, meals, coffee break, education of faculty children, retirement systems, and privileges taken for granted.

1446. Baughman, George. Academic Salaries. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 65–70. (*Author:* Business Manager, New York University.)

Extensive quotations from and comments on Ruml and Tickton study (No. 1549.). Shows that the university "president over this 50-year period has lost 2 percent of his absolute salary. How has he fared with others?" Compares conditions with faculty salaries and with income of men in other fields. "Let's take the President in California. In 1908 he got $10,000. The equivalent today would be $50,400."

1447. Blackwell, Thomas E. Avoiding Litigation Over Faculty Patents. *Coll. & Univ. Bus.*, 10: 42, March 1951. (*Author:* Treasurer, Washington University, Missouri.)

Discusses case at Rutgers University involving discovery of streptomycin and states general legal principles involved.

1448. Blanding, Sarah Gibson. How Can Colleges Attract and Keep First-Rate Professors? *AAUW Jour.*, 51: 146–148, March 1958. (*Author:* President, Vassar College, New York.)

Discusses various factors including academic freedom, teaching loads, leaves of absence, compensation, summer earnings, fringe benefits, and provisions for retirement.

1449. Brandis, Royall. A College Teacher Looks at the Future. *Jour. Higher Educ.*, 28: 186–194, 235, April

1957. (*Author:* Associate Professor of Economics, University of Illinois.)

Discusses various methods of meeting the problem of mounting enrollments, including use of television, improvement in salaries, and greater teaching loads.

1450. Brooks, Robert R. R. Salary With the Fringe on Top. *Assoc. Amer. Coll. Bull.*, 41: 328–332, May 1955. (*Author:* Dean, Williams College, Massachusetts.)

Discusses four advantages of fringe benefits for college teachers. "They permit the practicable use of payments based on need, they effect compulsory savings against a rainy day, they encourage group action toward benefits which the individual employee cannot buy, and they help make use of unused facilities."

1451. Brown, J. Douglas. Teaching and Research in the University. *NEA Jour.*, 48: 12, 14, May 1959. (*Author:* Dean, Princeton University.)

"Teaching in liberal education should be teaching in creativity. . . . There are several reasons why this is true." Gives four reasons. For another view, see G. G. Williams, No. 1565.

1452. Burke, John Emett. Factors Contributing to Faculty Morale in Teachers Colleges. *Teach. Coll. Jour.*, 22: 2–3, 11, Oct. 1950. (*Author:* Librarian, George Peabody College for Teachers, Tennessee.)

Discusses three major problems in comparison with faculties of liberal arts colleges: (1) considerably lower salary schedules, (2) considerably heavier teaching loads, and (3) inability to compete in the field of creative research.

1453. Button, Daniel E. For Faculty Families: To Fee or Not to Fee. *Coll. & Univ. Bus.*, 24: 23–24, June 1958. (*Author:* Former Assistant to the President, State University of New York.)

Reports varying practices in 55 institutions in every State regarding remission of tuition to staff members and even to members of their families. Reports that 36 provide some fee benefits for their faculty members. Lists 10 factors that should be taken into account by an institution in formulation of a policy in the matter.

1454. Cammarosano, Joseph R. *and* Santopolo, Frank A. Teaching Efficiency and Class Size. *Sch. & Soc.*, 86: 338–341, Sept. 27, 1958. (*Authors:* (1) Assistant Professor of Economics; (2) Assistant Professor of Political Philosophy; both of Fordham University, New York.)

Report results of teaching classes of 30 and 60 students each in economics, government, and sociology at Fordham University. Find no significant differences in performance of the large and small classes.

1455. Carmichael, A. Max. A Professor Pleads for Merit Pay and Promotion. *Coll. & Univ. Bus.*, 26: 39–40, June 1959. (*Author:* Professor of Education, San Diego State College, Calif.)

Asserts that faculty members should work toward self-evaluation. Makes seven suggestions as to what college teachers can and should do to achieve the required state of maturity.

1456. Case, Harry W. Student-to-Instructor Ratio: Methods of Meeting the Enrollment Crisis. *Jour. Eng. Educ.*, 48: 165–173, Dec. 1957. (*Author:* Professor of Engineering, University of California, Los Angeles.)

Gives student-faculty ratios at 26 universities, 10 colleges of arts and sciences, and in eight departments of University of California. Also distribution of total work load per week for different academic ranks from professors to assistants at University of California. Bibliography, 16 titles.

1457. Cherington, Ernest H., Jr. How Many Can We Teach? *Jour. Higher Educ.*, 26: 90–93, 112, Feb. 1955. (*Author:* Dean, Buchtel College of Liberal Arts, University of Akron, Ohio.)

"In American education we do not spread the intellectual repast before the student and invite him to partake. . . . Instead, we spoon feed him bite by bite, and we even 'burp' him from time to time too. . . . If we dare to throw increasing responsibility for his own education upon the shoulders of the student, three desirable trends will soon become evident. The number of students which the instructor can teach will increase, the drudgery of teaching will gradually disappear, and the college man of tomorrow will be better educated than his counterpart today."

1458. Collery, Arnold. What the More Promising Beginning Teacher Costs. *AAUP Bull.*, 45: 223–226, June 1959. (*Author:* Assistant Professor of

Economics, Amherst College, Massachusetts.)

Gives answers secured from six graduate schools indicating probable salaries for new instructors in each of 11 major teaching fields. For those with Ph. D., anticipated salaries vary from $4,800 to $7,500; for those without a Ph. D., from $3,600 to $5,500.

1459. Conniff, James C. B. I'm a Teacher Who's Getting Rich. *Sat. Eve. Post*, 233: 30, 99–100, Jan. 20, 1951.

"I am a teacher in this America of ours where, if you care to believe all the publicity, teachers are notoriously under privileged, under fed, under loved, under appreciated, and under paid. But I'm getting rich at the job! I teach English at a small Eastern college, for a very modest sum indeed. With a wife and four children, I know the importance of money. In teaching, there never is enough of it. If I were teaching for money, I would have quit it long ago. The kind of wealth I am talking about, I can't jingle in my pants pocket."

1460. Cope, Harold C. Fringe Benefits and Prestige Items. *Coll. & Univ. Bus.*, 25: 35–37, Aug. 1958. (*Author:* Business Manager, Earlham College, Indiana.)

Summarizes questionnaire responses from 67 small colleges. Gives details of practices regarding retirement and insurance plans, tuition remission to faculty children, housing for staff, car mileage allowance, sabbatical leave, travel to professional meetings, and office arrangements.

1461. Culver, Charles A. The Place of Research in the Liberal Arts College. *Christ. Educ.*, 34: 245–247, Sept. 1951. (*Author:* Professor of Physics, Park College, Missouri.)

Considers beneficial effects of research on the teacher and discusses some of the unsympathetic attitudes shown by instructors in small colleges with heavy teaching loads and many other duties. "In the last analysis, the degree of ambition in the particular teacher will determine whether he will engage in a creative undertaking. It may be that such an effort will involve a curtailment of one's golfing effort."

1462. Davidoff, Foster. Compton College Teacher Load Survey. *Jun. Coll. Jour.*, 27: 377–380, March 1957. (*Author:* Employment Counselor, Compton College, California.)

Summarizes results of a telephone survey of 66 public junior colleges in California. Reports teaching loads in each of five areas: English, social science and psychology; biological and physical sciences; art, music, foreign languages; industrial education; and physical education. Also, extra remuneration, if any, for coaching, counseling, sponsorship of student activities, and summer school work. Names and enrollments of cooperating colleges given.

1463. Decker, George C. The College Housing Outlook. In Central Association of College and University Business Officers, *Proceedings*, 1954, p. 169–172. (*Author:* With U.S. Office of Education.)

"Faculty housing conditions tend to parallel those of single students. . . . In a few rare instances, colleges have family housing of permanent type especially designed for student and faculty living. Increasing demands are being made for this type of housing which is difficult to construct and finance at current costs."

1464. Donovan, Timothy P. Problems of the Instructor in the Junior College. *Jun. Coll. Jour.*, 22: 494–497, May 1952. (*Author:* Instructor in History, Oklahoma Military Academy.)

"One of the major dilemmas faced by the instructor is the time factor. . . . Another area of disturbance lies in the relationships between the instructor and his students. . . . Only by allowing their instructors to achieve intellectual and professional security can the junior college program really gain the status in the educational system it seeks and needs."

1465. Draves, David Daniel. *A Study of Class Size and Instructional Methods.* Madison: University of Wisconsin, 1957. 321 p. Abstract in *Diss. Abstracts*, 17: 2524–2525, Nov. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of five classes, enrolling 156 students, in a course in Education at University of Wisconsin. Enrollments of two large classes were 59 and 64; of three small classes, 28, 30, 31. Result: Mean achievements of all small-class students were higher than those of all large-class students on 11 measures of achievement. Their mean attitudes were more favorable on all 10 items of an attitude scale.

1466. Eble, Kenneth E. Once Again—Faculty Salaries: The Place of Salaries in the Evaluation of Higher Education. *Jour. Higher Educ.*, 29: 73–80, 115–116, Feb. 1958. (*Author:* Instructor in English, University of Utah.)

Comments on various salary studies of past 60 years, noting similarity of many of their conclusions regarding inadequacy of college salaries. Discusses relative claims of teaching, research, and administration and possible recognition for these types of service in appropriate compensation. Presents "four rules of thumb by which one might measure the adequacy of a college teacher's salary."

1467. Eisenhower, Milton S. How to Get Better Schooling: Interview With Dr. Milton S. Eisenhower, President of Johns Hopkins University. *U.S. News*, 44: 66–75, Feb. 21, 1958.

Discusses inadequacy of university salaries, supplementary income, and related economic factors.

1468. Ellison, Alfred. Faculty Load in a School of Education. *Sch. & Soc.*, 86: 87–89, Feb. 15, 1958. (*Author:* Associate Professor of Education, New York University.)

Based on a study made at New York University. "It seems reasonable to establish teaching time and counseling time as two main professional tasks." Considers numerous other factors also in attempt to determine total professional load of a college professor.

1469. Eurich, Alvin C. Maintaining and Improving the Quality of Instruction: Better Instruction With Fewer Teachers. *Jour. Higher Educ.*, 27: 239–244, 253–255, May 1956. (*Author:* Director and Vice President, Fund for the Advancement of Education.)

Discusses chiefly relative value of small and large classes. Gives useful summary of the small-class concept dating from middle of third century, A.D.

1470. Evans, John M. The Credit-Hour Doesn't Provide a Sound Basis for Measuring the Teaching Load. *Coll. Univ. Bus.*, 22: 42–43, Jan. 1957. (*Author:* Instructional Representative, California and Western Conference Cost and Statistical Study.)

"This article will discuss the most widely accepted measurements of faculty teaching load and point out the weaknesses of the credit-hour when it is used for this purpose." Analyzes five methods based on credit hours and class hours. Gives two illustrative statistical tables.

1471. Everett, John R. Professors' Salaries—What Should They Be? *Coll. & Univ. Bus.*, 17: 17, Dec. 1954. (*Author:* President, Hollins College, Virginia.)

"The simple fact is that college professors need a larger share of the prosperity which they were and are so instrumental in creating. How much? In terms of the present price level, no qualified person should be a full professor at less than $10,000 per year and no instructor should start below $5,000 per year. . . . Unless these minimal salaries are met, the future will note but not mourn the passing of a literate civilized America. Mankind never mourns thoughtless fools."

1472. Fay, Eliot G. Teaching and/or Research. *AAUP Bull.*, 36: 676–678, Winter 1950. (*Author:* Associate Professor of Romance Languages, Emory University, Georgia.)

"Some universities, by means of promotions in rank and salary, encourage the members of their faculties to do research. Other universities appear to care very little whether their professors do research or not. Still others take the almost incredible point of view that if a man is a success as a scholar he must, for that reason, be a failure as a teacher." Defends the thesis that ordinarily a productive scholar makes an inspiring teacher.

1473. Fels, Willam C. The Faculty Salary Problem at Independent Colleges. *AAUW Jour.*, 50: 221–224, May 1957. (Author: Associate Provost, Columbia University.)

"On the average, salaries are lowest at Catholic institutions, somewhat higher at independent institutions; highest at public colleges and universities. . . . We must complete the transition from medieval to modern methods of college financing."

1474. Financing of Self-Liquidating College Projects. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1957, p. 80–93.

A panel discussion by Walter C. Cleave, Vice President, Blythe & Co., Chicago; Jay duVon, College Housing Branch, Community Facilities Administration, Washington, D.C.; R. B. Stewart, Vice President and Treasurer, Purdue University, Indiana; and Eugene Clark, Dean, School of Economics and Business, State College of Washington.

1475. Ford, Fred C. Salary Survey of "Top Management" Positions. *Coll. &*

Univ. Bus., 14: 36–37, Jan. 1953. (*Author:* Director of Personnel, University of Mississippi.)

Summarizes for 71 reporting institutions, classified in four groups by size, salaries (maximum, mean, minimum), salaries for 15 college and university positions as follows: auditor, business manager, bursar, chief accountant, book store manager, dormitories manager, food services manager, buildings and grounds superintendent, librarian, laundry manager, hospital superintendent, personnel director, public relations director, purchasing agent, and registrar. Maximum salaries vary from $3.200 to $19,296.

1476. Foster, F. Leroy, *and* Harrington, T. W., Jr. Engineering Teaching and Research Salaries Versus Industrial Research Salaries. *Jour. Eng. Educ.*, 48: 597–607, April 1958. (*Authors:* (1) Director; (2) Assistant to Director; both of Division of Sponsored Research, Massachusetts Institute of Technology.)

Summary of survey of salary conditions in 21 educational and industrial organizations performing research and development and comparisons with salaries for similar work in 45 universities. Find the university scale considerably below the industrial scale and discuss implications and limitations of the situation. For comments by S. B. Folk, Ohio State University, see *Jour. Eng. Educ.*, 49: 212–213, Dec. 1958.

1477. Frymier, Jack R. Financial Status of Teachers in the South. *Jour. Higher Educ.*, 28: 163–166, March 1957. (*Author:* Faculty member, University of Florida.)

Summary of data from 418 questionnaires returned by persons in 39 institutions of higher education in 13 Southern States. Mean salary for group was $6,072, varying from $2,600 to $11,500. Data given also on summer employment, number of dependents, debts, and professional expenses.

1478. Gaarder, Roger M. Here is a Guide for the Statewide Salary Survey. *Coll. & Univ. Bus.* 16: 22–25, Feb. 1954. (*Author:* Assistant Personnel Director, Civil Service Commission, San Joaquin County, California.)

"I will describe one particular type of survey that has been used successfully in determining comparability of salary rates paid to State and university employees with those paid to private employees in the same State."

1479. Gaither, H. Rowan, Jr. The President's Review. In The Ford Foundation, *Annual Report*. Oct. 1, 1954, to Sept. 30, 1955, p. 1–10. (*Author:* President, Ford Foundation.)

Reports discussions and steps leading up to grant of $260,000,000 for raising faculty salaries in American colleges and universities. "The trustees and officers are fully aware that these appropriations are only an approach to and not a solution of the problems." A significant graph compares relative purchasing power in 1939 and 1955 of men in the four faculty ranks with that of factory workers. Purchasing power of professors has dropped to 76 percent of 1939; of instructors to 95 percent; while that of factory workers has increased to 143 percent. The subject is further discussed in section "The Advancement of Education," (p. 11–13), no author indicated.

1480. Glander, Leonard H. Let's Bring Salary Scales and Benefits in Line With Those of Business. *Coll. & Univ. Bus.*, 18: 27–28, May 1955. (*Author:* Director of Personnel, Michigan State College.)

"College personnel directors should do everything they can to bring their salary scales and benefits in line with business and industry. If they cannot be leaders in the field, they should not lag far behind."

1481. Grampp, William D. A Standard of Occupational Equivalence for Academic Salaries. *AAUP Bull.*, 40: 18–35, Spring 1954. (*Author:* Associate Professor of Economics, Chicago Undergraduate Division, Navy Pier, University of Illinois.)

"This study proposes a standard which would cause academic salaries to increase continuously as the growth of the economy raises incomes from other occupations. It is a standard of occupational equivalence. Its purpose is to bring to the academic profession the benefits of economic growth. Most other occupations now receive these benefits automatically. Teaching does not. . . . It is proposed that teaching salaries be regulated so that their purchasing power will increase three percent a year. . . . It was first proposed in a report of the Committee on the Economic Status of the Profession (of which the writer was chairman) of the Chapter of the American Association of University Professors at the Chicago Undergraduate Division of the University of Illinois. The report was approved by the Chapter and submitted to the University administration for its consideration in preparing future budgets."

1482. Greenough, William C. Should You Be Thinking About "Major Medical?" *Assoc. Amer. Coll. Bull.*, 43: 327–333, May 1957. (*Author:* Vice President, Teachers Insurance and Annuity Association.)

Discusses need for protection of faculty members against major medical expenses. Outlines plan of the TIAA to meet this need, under grant from Ford Foundation of $5,000,000 to encourage such planning.

1483. Groshong, James W. Teacher or Scholar: Whom to Reward? *Improv. Coll. & Univ. Teach.*, 4: 56–58, Summer 1956. (*Author:* Professor of English, Oregon State College.)

"In many American colleges and universities today Socrates himself would be refused tenure for having failed to 'publish.' In other institutions Plato would win more recognition for effective performance in the classroom or on institutional committees than for the *Republic*." Discusses relative values of teaching and research as bases for promotion and concludes the conflict in many institutions is unnecessary and unfortunate.

1484. Handlin, Oscar. The Crisis in Teaching. *Atlantic*, 198: 33–37, Sept. 1956. (*Author:* Professor of History, Harvard University.)

A general statement of conditions in elementary, secondary, and higher education and the effect of the anticipated tidal wave of students. "The colleges and institutions of higher education are least prepared and therefore will suffer most." Discusses inadequacy of salaries and "most important, there are no inspiring goals." Claims that at the college level "are the products of the dead weight of petty jealousy, timidity, and inflexible seniority rules."

1485. Hanway, Jean. Maintaining the Scholarly Productivity of the College Faculty. *AAUP Bull.*, 39: 483–488, Autumn 1953. (*Author:* Associate Professor of English, Kent State University, Ohio.)

Portrays the difficulty of scholarly work in the face of a multiplicity of administrative and social duties and "although a faculty member must be scholarly, he must not forget that teaching is important too."

1486. Harris, Seymour E. Faculty Salaries. *AAUP Bull.*, 43: 581–593, Dec. 1957. (*Author:* Professor of Economics, Harvard University.)

Discusses fully, with extensive documentation and examples, deterioration in economic status of the professor, reasons for the deterioration, and how much salaries should be raised to compensate for it. Suggests a 50 percent rise as soon as possible. Conclusion: "At present, we may look forward to continued exploitation of faculty, or inadequate plant, and probably deterioration of the product."

1487. ——— Who Gets Paid What? *Atlantic*, 201: 35–38, May 1958. (*Author:* See No. 1486.)

"The pay of a head of a distiller's corporation is close to $400,000; the highest paid college president receives $45,000; the lowest, $1,000; and the average $11,000." Gives an extensive table showing pay for 32 groups of occupations, including college coaches, librarians, faculty, and presidents, with notes and comments.

1488. ——— College Salaries, Financing of Higher Education, and Management of Institutions of Higher Learning. *AAUP Bull.*, 44: 589–595, Sept. 1958. (*Author:* See No 1486.)

"The object of this paper is to estimate how much a doubling of faculty salaries would cost, and how the additional resources may be made available." Estimates need for $6 billion per year additional by 1968. Suggests raising half of it by increase in tuition rates. Discusses possible sources of major economies including change in student-faculty ratio from 10 to 1 to 15 to 1.

1489. Hartung, Bruno J. *A Study of the Economic Status of the Professor in American Colleges and Universities.* Washington: Catholic University of America Press, 1952. xii,17 p. (Catholic University of America, Studies in Economics, Abstract Series No. 3).

Printed abstract of doctoral dissertation (Ph. D.) at Catholic University of America. "An attempt has been made to synthesize material from a wide variety of sources, thus presenting a complete picture of the economic status of the members of the profession. It is not a historical study, nor a study of any one group or groups of college professors, but rather an objective synthesis of the results of many studies and other observations of the total problem."

1490. Heiges, Ralph E. On Sabbatical Leave. *Peabody Jour. Educ.*, 32: 6–8, July 1954. (*Author:* Dean, Pennsylvania State Teachers College, Indiana, Pa.)

"No doubt every institution of higher education would like to grant sabbatical leaves to members of its staff if finances permitted." Discusses three major values of such leaves. "Study, travel, and the restoration of health—these three comprise a sabbatical leave—but the greatest thing will be to return to the job."

1491. Henning, Kenneth K. *and* Masterson, Thomas R. A Proposal Equitably to Determine the Teaching Load. *Coll. & Univ. Bus.*, 23: 23–24, Oct. 1957. (*Authors:* Faculty Members, Department of Management, De Paul University, Illinois.)

Presents clearly both the administrative view and the faculty view and recommends establishment of standing committee to make equitable adjustments.

1492. Hoyt, Olga. Ford's $260,000,000 College Grants: What Happened? *Sat. Review*, 41: 11–13, 74, Oct. 25, 1958.

Based on replies received from 86 colleges and universities reporting their use of their portions of the Ford salary grants. "Most of the educators felt that the Ford Foundation grants were only a beginning; that it would take an enlightened, interested, alert public to create any kind of a 'golden era' for the college teacher of the future."

1493. Hudelson, Earl. *Class Size at the College Level.* Minneapolis: University of Minnesota Press, 1928. xxii,299 p. (*Author:* Professor of Education, University of Minnesota.)

The first extensive experimental study of the subject of class size. Gives detailed reports and summaries of 51 experiments carried out at the University of Minnesota from 1924 to 1927. Includes extensive review of earlier studies of class size. Bibliography, 60 titles.

1494. Humphrey, George Duke. Statutory Control of College and University Salaries. *Sch. & Soc.*, 85: 185–186, May 25, 1957. (*Author:* President, University of Wyoming.)

Based on replies from 70 heads of land-grant colleges. "According to the survey, 67 schools have no limitations on salaries of presidents. . . . In 42 colleges and universities, the president's salary is higher than that of the governor. In 8 institutions the salaries are the same."

1495. ——— Improved Status of Land-Grant Colleges. *Sch. & Soc.*, 86: 135–136, March 15, 1958. (*Author:* See No. 1494.)

Summary of report at annual meeting of land-grant colleges. "With the exception of one Negro college, all schools participating in the study reported salary raises for 1957–58. . . . Average raises varied from fractions of 1 percent to increases running to 20, 25, 30 percent and more."

1496. Hunsberger, George. An Experiment in Educational Methods. *Jour. Bus. Educ.*, 33: 283–284, April 1958. (*Author:* Faculty member, University of Arkansas.)

Reports experiment at University of Arkansas with 600 students in economics and business in small classes and in large lecture classes. Conclusion: "The advantage accruing to the small class was not great enough to indicate that the lecture method is infeasible."

1497. Hutchinson, Elmer. An Economic Study of College Salaries and Academic Rank Distribution. *Educ. Record*, 37: 277–284, Oct. 1956. (*Author:* Dean, Graduate School, Case Institute of Technology, Ohio.)

A somewhat technical analysis, using basic mathematical equations and seven graphs, with various assumptions of relative numbers in the four common faculty ranks and various relations of salary of full professor to that of an instructor. Suggests a faculty organization of 100 members, for example, to consist of 40 instructors, 30 assistant professors, 20 associate professors, and 10 professors. Suggests minimum salaries of $4,000; average, $7,750; maximum, $16,000. "In summary we may say that the foregoing analysis brings out clearly the conditions which are needed to provide academic salaries competitive with industry."

1498. Imlaw, Albert H. By How Much Are College Teachers Underpaid? *AAUP Bull.*, 42: 511–516, Autumn 1956. (*Author:* Professor of History, Tufts College, Massachusetts; Chairman AAUP Committee on the Economic Status of the Profession.)

A reply to article by Lee Soltow, No. 1556. Considers the same topical heads used by Professor Soltow. Conclusion: "All in all, the report hardly seems to be as far off the beam as Soltow suggests. For all its admitted statistical imperfections, its findings—and its emphasis—probably provide a truer answer than the one he invites by his title and his argument."

1499. Johnson, Kenneth W. Teaching Loads: The Case of Part-Time Faculty Versus Extra Pay for Extra Work by Regular Faculty. *Coll. & Univ. Bus.*, 26: 25-26, June 1959. (*Author:* Treasurer, University of Massachusetts.)

Discusses inadequate source of supply for part-time instructors. Advocates greater than normal 12-hour teaching load with extra compensation for it.

1500. Keller, A. C. State University Professors Meet the State. *AAUP Bull.*, 36: 67-74, Spring 1950. (*Author:* Assistant Professor of Romance Languages, University of Washington.)

"Washington professors cavort with farmers and business men, show Charles Chaplin films to children, are interviewed on the radio, and make the morning headlines. All this is part of an imaginative program to bring the university to the community." Describes the work of 60 professors from 25 departments in community forums and other extra mural activities.

1501. Kidd, John W. The Question of Class Size. *Jour. Higher Educ.*, 23: 440-444, Nov. 1952. (*Author:* Assistant Professor of Social Science, Michigan State College.)

General discussion, with numerous references to previous studies and summaries of them.

1502. King, Francis P. *Financing the College Education of Faculty Children. A Study Conducted by the Teachers Insurance and Annuity Association for the Fund for the Advancement of Education.* New York: Henry Holt & Co., 1954. xii,115 p. Summaries in different forms in *AAUP Bull.*, 40: 401-423, Autumn 1954; in *Educ. Record*, 35: 281-285, Oct. 1954; and in *Assoc. Amer. Coll. Bull.*, 40: 512-520, Dec. 1954. (*Author:* Research Associate, Teachers Insurance and Annuity Association.)

"This report deals with the problem college faculty members have in financing or otherwise providing for the undergraduate college education of their children. The report attempts to determine the desirability of, and to recommend appropriate methods for, aid to college teachers in the college education of their children." Based on interviews with college and university faculty members and administrative officers in 23 institutions, and upon data from various other sources. Details given in 18 tables and eight charts. "As a result of this report, the Fund for the Advancement of Education made a grant to assist the Faculty Children's Tuition Exchange." Names of 73 institutions, members of the Exchange, given. Bibliography, 27 titles. Review by S. A. Nock, *Coll. & Univ.*, 30: 77, Oct. 1954.

1503. ——— The First Year of the Tuition Exchange. *Educ. Record*, 36: 349-350, Oct. 1955. (*Author:* See No. 1502.)

Reviews establishment of the Tuition Exchange for faculty children, reports its rapid first-year growth, stating number of cooperating institutions more than doubled from 72 to 165. Reports four lessons learned during first year of the organization.

1504. Kirkland, Edward C. Learn American. *Coll. & Univ.*, 32: 319-323, Spring 1957. (*Author:* Professor of History, Bowdoin College, Maine.)

Criticizes A. C. Eurich's advocacy of large college classes with extensive use of television in them.

1505. Kristof, Frank S. *A Statistical Analysis of Factors Influencing Instructional Salaries in Three Institutions of Higher Learning.* New York: Columbia University, 1952. 180 p. Abstract in *Diss. Abstracts*, 12: 707-708, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). "This is a statistical study which attempts to isolate some factors influencing academic salaries of individual faculty members in three large mid-western land-grant institutions. The 1948-49 salaries of 1315 individuals were studied. . . . The regression equation for the combined effect of age, publication, and possession of the Ph. D. degree were computed. The three variables accounted for 56.3% of the total salary variation among individuals."

1506. Lampman, Robert J. *and* Buechel, Henry T. The Pressure to Teach: The University Professor and His Dilemma. *Jour. Higher Educ.*, 27: 68-72, 114-115, Feb. 1956. (*Authors:* Professors of Economics, University of Washington.)

"Are university professors encouraged to neglect undergraduate teaching? It is our conclusion that they are." Discusses the strong competition of research and community services for the time and ability of the professor. "Students will get the kind of teaching service they deserve only if university administrators exert a strong pressure to counter the pressure to publish, and, to a lesser extent, the pressure to serve business, Government, and community groups." For comments by K. Dato, see *Jour. Higher Educ.*, 27: 364–366, Oct. 1956.

1507. Latham, Earl. The Young Promethus. *New Leader*, 41: 8–10, May 5, 1958.

Takes issue with the common feeling that young instructors are not being paid enough to make college teaching attractive. Feels they are better off than they were a few decades ago.

1508. Lean, Arthur S. Professor vs. Student. *Sch. & Soc.*, 86: 84–86, Feb. 15, 1958. (*Author:* Faculty member, Southern Illinois University.)

Quotes an anonymous professor: "We could get something done around here if it weren't for these blankety-blank students!" Discusses various desirable and undesirable attitudes of professors toward students. "Many a toiler in the academic vineyard has remarked upon the spectacle of professors who seem to assume that the institution which they serve exists primarily for them and their convenience and only incidentally for the students who are treated as 'the lowest form of life.'"

1509. Legaton, B. C. A Teacher Can Lice. *Assoc. Amer. Coll. Bull.*, 37: 574–578, Dec. 1951.

Personal experiences of a professor with a wife and three children after "a lifetime has been spent in teaching, most of it in a Midwest college, with a salary about as low as is known in the profession."

1510. Lewis, Alton Leroy. *The Interest of College Teachers in Relation to Their Non-Teaching Functions.* New York: Columbia University, 1953. 76 p. Abstract in *Diss. Abstracts*, 14: 68, Jan. 1954.

Unpublished doctoral dissertation (Ph. D.). Based on a study of 414 faculty members. Describes construction of inventory of 100 items representing a wide variety of non-teaching functions.

1511. Lewis, John P.; Pinnell, William G.; *and* Wells, Herman B. Needs, Resources, and Priorities in Higher Educational Planning. *AAUP Bull.*, 43: 431–442, Autumn 1957. (*Authors:* (1) Professor of Business Administration; (2) Associate Dean, School of Business Administration; (3) President; all of Indiana University.)

A paper prepared in November 1956 for private circulation to leaders in higher education for use of Educational Policies Commission. Discusses, with much supporting data, needs for next 15 years. "There is an urgent, nonpostponable need for more than a tripling of the 'pie' devoted to faculty salaries. If this does not happen, the whole character and purpose of higher education will be gravely threatened. . . . In the final analysis, the choice we face in American higher education during the next 15 years is between protecting and re-enforcing the intellectual vitality of our enterprise, even at the expense of some student and faculty overcrowding and inconvenience—that, on the one hand, and on the other, convenient, come-one-come-all, proliferating mediocrity. We must choose one or the other."

1512. Lohmann, Melvin R. Basic Considerations in Salary Administration. *Jour. Eng. Educ.*, 48: 81–84, Nov. 1957. (*Author:* Dean, College of Engineering, Oklahoma State University.)

Develops four basic considerations of salary administration for a college faculty.

1513. Long, Clarence D. Professors' Salaries and the Inflation. *AAUP Bull.*, 38: 577–588, Winter 1952. (*Author:* Professor of Economics, Johns Hopkins University, Maryland.)

States that a typical colleague at Johns Hopkins University, in terms of buying power, "earns 5 percent less if he is an instructor, 10 percent less if he is an assistant or associate professor, and 27 percent less if he is a full professor than he would have earned had he held the same rank a dozen years ago." Presents a graph showing changes in purchasing power of median salaries of teachers in 40 large public universities from 1910 to 1950.

1514. Longenecker, Herbert E. *University Faculty Compensation Policies and Practices in the United States.* Urbana: University of Illinois Press, for the Association of American Universities, 1956. xii,271 p. (*Author:* Vice President in charge of the Chicago Professional Colleges, University of Illinois.)

Report of a study of policies with reference to employment of faculty members outside the university, financed by grant from Carnegie Corporation of New York. Based on hundreds of conferences with men and women in higher education and in business and industry, and on visits to 24 leading universities. Extensive appendix (p. 191–262) gives detailed statements of policies and practices of 25 prominent universities, identified by name, affecting employment of faculty members outside their universities.

1515. ——— University Policies and Practices With Respect to Outside Employment. In Association of Urban Universities, *Proceedings,* 1956, p. 80–97. (*Author:* See No. 1514.)

Summary of No. 1514 followed by nine pages of discussion.

1516. LUDEMAN, W. W. You Can Keep Them by Keeping Them Happy. *Coll. & Univ. Bus.,* 25: 17, July 1958. (*Author:* President, Southern State Teachers College, South Dakota.)

"A checklist of 20 factors in faculty contentment was sent to 20 colleges . . . in South Dakota, North Dakota, Iowa, and Nebraska. Staff members were asked to rate the top five factors in order of importance." Gives tabulation of several hundred replies, top three being adequate salary, academic freedom, and sensible teaching load.

1517. MACDONALD, FRANKLIN. *Conceptions of Leading Twentieth Century Educators Concerning the Relationship of Teaching and Research.* Stanford, Calif.: Stanford University, 1951. Abstract in the Stanford University, *Abstracts of Dissertations* . . . 1950–51, p. 26–29. Summarized by author in *Jour. Higher Educ.,* 23: 319–322, June 1952.

Unpublished doctoral disseration (Ph. D.). "The positions of twentieth century educators range from the conviction that research should be combined with teaching on all levels to the belief that new structures should be created for research and the training of researchers. This dissertation describes the origin of the problem relating teaching and research, reviews the nineteenth century efforts to handle the problem, . . . and cites six positions of twentieth century educators on the relation of teaching and research."

1518. MCFADDEN, DUNCAN I. Rulings on Royalties as Self-Employment Income After Retirement. *Coll. & Univ. Bus.,* 11: 38–39, July 1951. (*Author:* Controller, Stanford University.)

Reports several rulings by Commissioner A. J. Altmeyer, Federal Security Agency. Most important one was "whether the receipt of royalties after retirement from books written or inventions made prior to retirement will constitute net earnings from self-employment requiring the reduction of the maximum monthly benefits otherwise payable under Section 202 and 203." The ruling of the Commissioner was negative. Considers also two cases when the book was written or the invention made *after* retirement.

1519. MCGRAW, DONALD C. Financial Aid to Higher Education: Our Colleges and Universities Are Living on Borrowed Time—Time Borrowed From Underpaid Faculty Members. *Bus. Educ. World,* 36: 4–5, Jan 1956. (*Author:* President, McGraw-Hill Publishing Co., New York.)

Presents and comments on a graph showing increases in salary between 1940 and 1954 for physicians (80 percent), industrial workers (48 percent), lawyers (10 percent), and college faculty member (minus 5 percent). Conclusion: "Vastly more must be done, and quickly, to stop the financial beating taken by our college and university faculty members if the nation's welfare and safety are to be properly protected."

1520. ——— After the Great Ford Foundation Gift: What Still Remains to Be Done to Provide Decent Faculty Pay? *Bus. Educ. World,* 36: 9–10, March 1956. (*Author:* See No. 1519).

For our privately supported colleges and universities, is needed "an increase in faculty salaries at least five times as great as that made possible by the Ford gift, merely to restore salaries to their 1939 purchasing power level, and an increase fifteen times as great to provide adequate salaries today." Repeats the graph (See No. 1519.) showing changes between 1940 and 1954 in salaries of physicians, industrial workers, lawyers, and college faculty members.

1521. ——— Pay of College Teachers —Where the Russians Are the Capitalists. *Jour. Bus. Educ.,* 38: 9–10, Jan. 1958. (*Author:* See No. 1519.)

Compares unfavorably situations in United States and Russia. "In the US, the average faculty salary is little more than the average income of industrial workers. . . . The head of a department in a Russian university can command a salary . . . about 8 times the income of the average Russian worker. . . . What this adds up to is that Communists—not us—have become the shrewd capitalists in the vital field of education."

1522. MCMULLEN, HAYNES. Why College Professors Don't Read. *Sch. & Soc.,* 77: 17–19, Jan. 10, 1953. (*Author:* Faculty member, Indiana University.)

"The findings set forth below are not based on a formal questionnaire, but are based rather on a long series of extremely informal interviews—confessions perhaps is a better word—in which the author, formerly a college librarian, has listened to the whispered confidences of a large number of college professors. . . . The data gathered during these interviews seem to indicate that, when college professors fail to read, their failure may be related to one or more of seven situations." States and discusses each of the seven.

1523. Machlup, Fritz. Academic Salaries, 1958–1959. *AAUP Bull.*, 45: 157–194, June 1959. (*Author:* Professor of Political Economy, Johns Hopkins University; Chairman, AAUP Committee Z on the Economic Status of the Profession.)

"The following report deals mainly with the salary grading program which was developed by the Committee in 1957 and described in the *Bulletin* in 1958. [See No. 1444.] The report was approved by the Council on April 23, 1959, and accepted by the annual meeting on April 25, 1959." Appendixes give detailed data for individual institutions as reported by local AAUP chapters.

1524. Macomber, Freeman G. *and* Siegel, Laurence. A Study in Large-Group Teaching Procedures. *Educ. Record*, 38: 220–229, July 1957. Also in briefer form in *Phi Delta Kappan*, 38: 198–201, Feb. 1957. (*Authors:* Associate Provost, and Director; (2) Assistant Director; both of Experimental Study in Instructional Procedures, Miami University, Ohio.)

"The primary purposes of the Study are to determine the effectiveness of large-group instructional procedures, including the use of television for course instruction, and to find ways and means of improving upon present large-group practices in college teaching."

1525. Martin, Clyde V. Should Colleges Encourage Research and Writing? *Sch. & Soc.*, 86: 376–377, Oct. 25, 1958. (*Author:* Assistant Professor of Education, Long Beach State College, California.)

Contends that research and writing serve to reinforce the college faculty member's teaching efforts rather than competing with them.

1526. Maul, Ray C. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957–58.* (NEA Research Report, Higher Education Series, 1958–R1). Washington: National Education Association, 1958. 55 p. Briefer presentation of major aspects of same basic material in *NEA Jour.*, 47: 417, Sept. 1958; *Sch. & Soc.*, 86: 461–462, Dec. 20, 1958; and *NEA Res. Bull.*, 36: 90–95, Oct. 1958. (*Author:* Assistant Director, Research Division, National Education Association.)

Third in annual series of very important and comprehensive salary studies and the most recent one available. (For earlier studies see *College Teachers and College Teaching*, No. 10, Entries No. 942 and 943.) Based on questionnaire returns from 1,074 institutions or 72 percent of the 1,484 invited to participate in the study. Principal data are reported separately for 11 groups of institutions: State universities, non-public universities, municipal universities, land-grant colleges, State colleges, teachers colleges, non-public colleges (large, medium, small), public junior colleges, non-public junior colleges. Results are presented in two summary graphs and 49 detailed tables, many of them giving salary distributions by $200 intervals for each class of institutions, by region, and by rank of faculty members. Includes also salaries of administrative officers, average salary increases, salary schedules, opportunities for summer employment, and part-time employment. Shows median salaries for all faculty ranks combined in colleges and universities as $6,015; for professors, $8,072; associate professors, $6,563; assistant professors, $5,595; instructors, $4,562.

1527. Millhauser, Milton. Wheelhorse. *AAUP Bull.*, 44: 742–752, Dec. 1958. (*Author:* Assistant Professor of English, University of Bridgeport, Connecticut.)

Describes reactions of a tired professor at end of year, suddenly faced with urgent request to continue work during summer session in a field outside his specialty.

1528. Mills, Eugene S. How Can the Smaller Colleges Provide Increased Opportunity for Research and Publication by Faculty Members? In Western College Association, *Proceedings*, Spring 1956, p. 35–42. Also, with some variations, as "Promoting Research and Publication in the Small College," *Jour. Higher Educ.*, 28: 131–136, 177–178, March 1957. (*Author:* Chairman, Department of Psychology, Whittier College, California.)

Discusses many aspects of the problem. Gives list of 11 questions "for further study by college faculty, administration, and board." Conclusion: "The encouragement of research and publication by faculty members is more a matter of educational philosophy than of educational mechanics."

1529. Mognis, Robert F. An Analysis of Salary Schedules in the California Public Junior Colleges. *Jun. Coll. Jour.*, 29: 133–135, Nov. 1958. (*Author:* Instructor in English, Yuba College, California.)

An analysis of 53 institutional salary schedules showing ranges and medians for faculty members with each of three earned degrees and with four amounts of experience. Extreme range from $3,800 for instructor with bachelor's degree and no experience, to $9,260 for one with doctor's degree and 15 years experience. Conclusion: "Young people at the point of their careers when they are raising families would be hesitant to enter a profession that even at the end of 15 years of teaching is barely beginning to offer a fairly comfortable living."

1530. Morris, Bruce R. Faculty Salaries, Class Size, and Sound Education. *AAUP Bull.*, 45: 195–202, June 1959. (*Author:* Professor of Economics, University of Massachusetts.)

Points out the dilemmas inherent in increased college enrollments and in demand for higher faculty salaries. Resulting skyrocketing costs will be anathema to State legislators. Suggests several possible solutions, none of which is completely satisfactory.

1531. Mueller, William R. Report From Upper Upanished. *AAUP Bull.*, 43: 477–483, Sept. 1957. (*Author:* Associate Professor of English, Woman's College of North Carolina.)

Report of student life and faculty conditions in an imaginary Utopian university. "The faculty members bore some resemblance to our own, though they did seem somewhat more concerned with intellectual and curricular matters and less concerned with the size of classes, the working load, and breadwinning problems; there was a strange and wonderful vitality, and I looked in vain for the haggard ones."

1532. Murphy, Richard. Sabbaticals and Fringe Benefits. *Quart. Jour. Speech*, 45: 99–104, Feb. 1959. (*Author:* Professor of Speech, University of Illinois.)

Reports results of a half dozen studies of sabbatical leave. Summarizes an independent investigation by the author based on replies from 175 degree-granting institutions. Finds that some type of sabbatical leave was in existence in 30 countries in 1951.

1533. Neilly, Virgil E. Remuneration Policies of Engineering Colleges in Regard to Research and Counseling. *Jour. Eng. Educ.*, 45: 449–453, Jan. 1955. (*Author:* Assistant Professor of Electrical Engineering, Pennsylvania State University.)

Based on questionnaire responses from 98 institutions. The questionnaire "was divided into five sections, headed consulting work, sponsored research, administration, general work regulations, and work regulations for sponsored research." Answers to all questions are tabulated. "This report is intended only to present the results of the survey; the reader may make his own conclusion."

1534. Neiswanger, William A. Economic Status of the Profession: A Statement of Policy. *AAUP Bull.*, 44: 214–216, March 1958. (*Author:* Professor of Economics, University of Illinois; Chairman, Association's Committee Z on the Economic Status of the Profession.)

"The economic status of professors in institutions of higher education is now of unprecedented importance. . . . Professional salaries in some 1,800 institutions of higher learning have not increased as rapidly as the value of the salary dollar has fallen." States five important policies and urges association chapters to work for their implementation. First policy: That "highest priority in the use of available funds be given to raising faculty salaries, with the goal of doubling the average level within five or ten years, and with particular attention to increasing the spread between the bottom and the top of each institution's salary structure."

1535. Nicholson, Douglas G. College Teaching Loads, 1951–52. *Jour. Chem. Educ.*, 30: 148–150, March 1953. (*Author:* With Ficher Scientific Co., Pittsburgh, Pa.)

Report of a questionnaire on teaching loads in chemistry, answered by 75 institutions having undergraduate enrollments in chemistry varying from 57 to 3,384 students. Presented in six tables, with discussion of each. Comparisons made with teaching loads of non-physical science staffs.

1536. Noehren, Theodore H. Teaching in All Four Years of Medical School by a Single Instructor. *Jour. Med. Educ.*, 32: 20–24, Jan. 1957. (*Author:* Assistant Professor of Medicine, Buffalo School of Medicine, New York.)

"The principle upon which the present program has been based is that if a class of medical students could identify itself with at least one physician who teaches them through their four years of study, he might personify for them in some measure the practical goal of their studies and help them to fit the parts in the whole." Reports his personal experience as such an instructor and evaluates the experience.

1537. Oliva, Peter F. Before You Say 'Yes' to an Overseas Assignment. *AAUP Bull.*, 44: 422–427, June 1958. Same, condensed, in *Readers' Digest*, 24: 36–38, Nov. 1958. (*Author:* Associate Professor of Education, University of Florida.)

Suggests a large number of pertinent questions regarding salary and living expenses, living conditions, travel restrictions, and other practical matters.

1538. Oliver, William W. Sabbatical Leave Travel Expense and the Federal Income Tax. *AAUP Bull.*, 43: 507–511, Sept. 1957. (*Author:* Assistant Professor of Law, Indiana University.)

"Recently there have been reports of many instances in which the Internal Revenue Service has questioned or disallowed deductions for travel expenses while on sabbatical leave. This article reports the experience of Indiana University in three such cases in the hope that this experience will provide helpful guidance for others who may have such deductions challenged."

1539. Owen, John E. This Pressure to Publish. *AAUP Bull.*, 40: 638–642, Winter 1954–55. (*Author:* Associate Professor of Sociology, Florida Southern College.)

"It is the thesis of this short paper that the unwholesome features of the much-maligned pressure to publish have been exaggerated and that other facets of the actual situation need to be pointed out in order to bring the problem as it exists into better focus."

1540. Pattillo, Manning M., Jr. *and* Pfnister, Allan O. Faculty Training and Salaries in Institutions of Higher Education. *North. Cent. Assoc. Quart.*, 29: 374–404, April 1955. (*Authors:* Staff members, University of Chicago.)

Based on study of about 30,000 teachers in 330 member institutions of North Central Association. Data are reported in terms of 12 classifications of institutions. Reports percentage of faculty holding three types of degrees for each rank in these groups. Also gives extensive salary data (maximum, minimum, median, mean) for same groups of institutions and for various teaching fields. "In our treatment of salaries we have stressed salary relationships rather than absolute salary levels. The levels change from time to time—they have risen about 8 percent since 1952–53, according to our estimates—but we believe the significant relationships change more slowly."

1541. Ray, Jack N. Salary Administration: Formal or Informal. *Coll. & Univ. Bus.*, 25: 36–38, Oct. 1958. (*Author:* Personnel Director, Indiana University.)

A discussion of general principles, contrasting those needed in large and small institutions. "The formal salary administration system can be what it is made to be. The dogs wags the tail. . . . Its success does not rest with the idea, but with those who develop and apply it."

1542. Redford, Grant H. Publish or Else. *AAUP Bull.*, 38: 608–618, Winter 1952. (*Author:* Assistant Professor of English, University of Washington.)

"Administrators in universities who are placing increasing emphasis on publication as the measure of a faculty member's worth are doing grave harm both to their institutions and to human beings. . . . Reasons why this is so, together with some thoughts on how it can be altered, is the burden of this paper."

1543. Rice, C. (*Pseud.*) Plight of the Professor. *America*, 85: 545–548, Sept. 8, 1951. (*Author:* A professor with 12 years teaching experience in Catholic institutions of higher education.)

Deplores inadequate salaries paid lay professors in Catholic colleges and universities. "Administrators . . . would like to pay their faculties adequate salaries but funds are limited and there are more pressing demands for these limited funds. . . . This disturbing condition has long existed, . . . has hurt Catholic scholarship and Catholic teaching generally in the past. . . . It sounds almost 'un-American' to assert that education and scholarship in Catholic colleges will not be healthy as long as quarterbacks and basketball coaches are more sought after than classical scholars and biology teachers."

1544. Richards, C. F. Toward the Equalization of Teaching Loads. *Jour. Higher Educ.*, 21: 39–41, Jan. 1950. (*Author:* Dean, Denison University, Ohio.)

Recommends as a measure of teaching load "the ratio of out-of-class work (preparation, student conferences, correcting assignments) to clock or contact hours of instruction. . . . Such a standard of measure cannot be rigidly adhered to but may, if used in conjunction with known factors of class size, teaching methods, and number of preparations, constitute a more adequate guide in equalizing teaching loads than the commonly used bases of credit or contact hours."

1545. Richardson, Harold D. *and* Menke, Robert F. A Relative Salary Scale. *Coll. & Univ. Bus.*, 16: 28–29, March 1954. (*Authors:* (1) Vice President and Professor of Education; (2) Director of Placement and Assistant Professor of Education; both of Arizona State College, Tempe.)

Proposes a relative salary scale in which the full professor receives double the salary of the beginning instructor. Gives details of such a scale, advancing by steps for different grades and years of service, from $3,500 to $7,000. "In summary, recruitment, promotion, and retention can be improved by this simple yet comprehensive relative type of salary schedule plan."

1546. Rodell, Fred. Ah, Scholarship. *Progressive*, 20: 12–13, April 1956. (*Author:* Professor of Law, Yale University.)

Criticizes sharply college faculties, graduate students, and scholars. Example: "As scholars have become mice nibbling at minutiae—as they have become mocking birds, mimicking acceptable sounds—they have been betraying . . . the great traditions of genuine scholarship."

1547. Rohrer, John H. Large and Small Sections in College Classes. *Jour. Higher Educ.*, 28: 275–279, May 1957. (*Author:* Director, Urban Life Research Institute, Tulane University, Louisiana.)

Reports experiments at University of Oklahoma with large and small classes of 300 and 30 students each. "The most significant finding of this study is that the amount of achievement . . . varied as a function of the course instructor and did not vary as a function of the size of class."

1548. Ruml, Beardsley. Pay and the Professor. *Atlantic*, 199: 47–50, April 1957. (*Author:* Former Chairman, Federal Reserve Bank, New York City.)

Summarizes his Ruml-Tickton volume (No. 1549) and discusses reasons for discrepancies in salaries shown in it. "In my opinion, for the liberal arts college professor an average of $15,000 is required under prevailing cost-of-living and tax circumstances."

1549. ——— *and* Tickton, Sidney G. *Teaching Salaries Then and Now; A 50-Year Comparison With Other Occupations and Industries.* New York: Fund for the Advancement of Education, 1955. 93 p. (*Authors:* (1) See No. 1548; (2) Not identified.)

"The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations." Makes numerous comparisons for 50 and 25 year periods, 1904–1953, and 1929–1953. Discusses amount of absolute and relative deterioration in salaries of college presidents and professors. Comparisons made with earnings of physicians, dentists, and other professional and industrial groups. The "Technical Report" which occupies two-thirds of the published volume, shows in 29 full-page tables, annually as far as possible, average salaries received since 1904 and salaries "deflated to real purchasing power" in 1953 for presidents, professors, associate professors, assistant professors, and instructors in large State universities and for various groups of elementary-school teachers and administrators, and for physicians, dentists, railroad officials, telephone operators, and workers in automobile, furniture, electrical machinery, tobacco, and coal industries.

1550. Serbein, Oscar N. Fringe Benefit Programs and Salaries in 49 Colleges and Universities. *Higher Educ.*, 14: 17–22, Oct. 1957. (*Author:* Associate Professor of Insurance, Columbia University.)

Based on questionnaire responses from 49 institutions of "national or regional academic excellence." Reports 31 benefit programs, major ones being retirement, Federal old age and survivors' insurance, group life insurance, medical benefits, salary during disability, and group disability insurance.

1551. Sherer, Harvey. Do We Provide Enough Funds for Travel? *Coll. & Univ. Bus.*, 17: 48, Oct. 1954. (*Author:* Assistant Business Manager, Oregon State College.)

Advocates greater allotment of funds to permit larger number of faculty members to attend meetings of professional organizations.

1552. Shryock, Richard H. The Academic Profession in the United States. *AAUP Bull.*, 38: 32–70, Spring 1952. (*Author:* Director, Medical Institute, Johns Hopkins University, Maryland.)

Address of president of American Association of University Professors. General historical presentation including consideration of several topics concerning university professors and college teaching, research work, administrative responsibility, and academic freedom.

1553. Simonds, Rollin H. To Increase Man-Hour Output in Higher Education. *Educ. Record*, 39: 332–339, Oct. 1958. (*Author:* Professor of Business Administration, Michigan State University.)

"Can we increase productivity of college teachers? . . . I want to indicate, first, several reasons why this is much more difficult in the field of education and then to suggest an approach (based on recognition of the Key position of the professor) that I believe has not been seriously tried as yet."

1554. Smiley, Dean F. Defining "Full–Time" for College Professors. *Jour. Med. Educ.*, 31: 566–567, Aug. 1956. (*Author:* Editor, *Journal of Medical Education.*)

"Any attempt to define a full-time teacher as one who devotes his whole time to his university duties and receives his total income from the university is unrealistic and short-sighted, and would do irreparable damage to higher education if it were adopted. . . . In the opinion of the writer any well-qualified college professor who is devoting four-fifths or five-sixths of his work-week to his university duties is entitled to classification as a full-time teacher, even though he may be devoting one-fifth or one-sixth of his time to outside consultation work."

1555. Smith, Edwin Durett. *Conceptions of Leading Nineteenth Century Educators Concerning the Relationship of Teaching and Research.* Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations* . . . vol. 25, 1949–50, p. 33–37.

Unpublished doctoral dissertation (Ph. D.). "The present study traces the positions taken by nine important nineteenth century educators on the relation of teaching and research: Jefferson, Wayland, and Tappan during the pre-Civil War period; White, Gilman, and Eliot during the 1870–1890 period; and Hall, Jordan, and Harper during the period at the end of the century."

1556. Soltow, Lee. Are College Teachers Really Underpaid? *AAUP Bull.*, 42: 504–510, Autumn 1956. (*Author:* Associate Professor of Statistics, Ohio State University.)

"Recent studies of college teachers salaries by the American Association of University Professors, the Ford Foundation [No. 1549], and the McGraw-Hill Publishing Co. [No. 1519], continue to show that remuneration of teachers in higher education is deficient. It is the purpose of this article, in particular, to qualify the statistics and inferences of the recent report of the Committee on the Economic Status of the Profession [No. 1444]. . . . It will be argued that the above report is not only a deficient historical analysis, but that its emphasis detracts from the main factors determining the remuneration of college teachers." For reply by A. H. Imlaw, see No. 1498.

1557. Stickler, William Hugh. *A Survey of Sabbatical Leave Policies and Practices in State Universities and Land-Grant Institutions, 1957–58.* Tallahassee: Florida State University, 1957. Summary in *Higher Educ.*, 14: 118–119, March 1958. (*Author:* Director of Educational Research and Service, Florida State University.)

Based on data from 71 institutions. Finds that 45 have programs of sabbatical leave, others do not. Gives details of plans in operation.

1558. Stripling, Robert O. Problems of New Members of the College Faculty. *Clear. House*, 27: 356–362, Feb. 1953. (*Author:* Associate Professor of Education, University of Florida.)

Eighty-six faculty members in 79 institutions in 31 States who had been in their present positions not over three years were asked "to rank fifty selected personal, social, and professional problems according to the degree of difficulty they caused during the teacher's first year of employment in his present position." Complete list of 50 problems is given with percentage reporting some degree of difficulty with each. Also quotations regarding many of them made by individual professors.

1559. VOLPE, EDMUND L. Schizophrenia on the Campus. *Sch. & Soc.*, 82: 165–167, Nov. 26, 1955. (*Author:* Faculty member, City College, New York.)

"The successful American college professor is a healthy schizophrenic. His body houses two incompatible personalities. His is a teacher and a scholar." Discussion of opportunities, obligations, and difficulties to act as both teacher and scholar.

1560. WEEKS, IRA DELBERT. The Plus in Developing Faculty Morale. *Coll. & Univ. Bus.*, 22: 17, June 1957. (*Author:* President, University of South Dakota.)

Discusses salaries, working conditions, professional growth, opportunities for research, praise, and personal relationships. "Much can be accomplished to make college teaching more attractive if a friendly atmosphere prevails on the campus. The president is a tremendous influence toward creating such an atmosphere if he so wishes."

1561. WHITE, HELEN C. The Scholar's Time: How It Is Best Used. *North. Cent. Assoc. Quart.*, 31: 235–239, 246, Jan. 1957. (*Author:* Faculty member, University of Wisconsin.)

Advocates reduction of teaching load of faculty members to provide more time for their research.

1562. WHITEHALL, ARTHUR M., JR. What's So Bad About a Professor's Job? *Sat. Eve. Post.*, 222: 29, 128–130, March 18, 1950.

"The author, a college professor and proud of it, presents a refreshing rebuttal to those who complain that teachers are deplorably ill-rewarded. When you read what he says, you may wish you were lucky enough to have a faculty job yourself."—Editorial Note. Author's conclusion: "The truth of the matter is that in terms of stimulating challenge, opportunity, flexibility, prestige, and just plain downright satisfaction with a total work situation, a professor's life is hard to beat."

1563. WILKINSON, FRANK RAY. Class Size in Higher Education. *Jour. Higher Educ.*, 39: 149–157, March 1958. (*Author:* Assistant Professor of Psychology, Brigham Young University, Utah.)

An extensive survey of the relevant literature from 1928 to 1955. Conclusion: "The general consensus of objective and experimental studies is that mere size of class as such has little if any effect on the degree to which the student can acquire a knowledge of facts as measured by his performance on an objective examination." Discusses seven variables not adequately considered in the studies reviewed. Bibliography, 79 classified titles.

1564. WILLEY, DARRELL S. Merit-Incentive Salary Plans. *Improv. Coll. & Univ. Teach.*, 7: 33–35, Spring 1959. (*Author:* Faculty member, New Mexico State University.)

States 10 factors which need to be considered by a joint faculty-administrative committee in considering merit of a professor as a basis for increase in salary.

1565. WILLIAMS, GEORGE GUION. Teaching and Research in the University. *NEA Jour.*, 48: 13–14, May 1959. (*Author:* Associate Professor of English, Rice Institute, Texas.)

"A professor is a good teacher only if he stimulates his students to engage lovingly, vigorously, and seriously in the process of learning. . . . The strong drift of the universities away from their teaching responsibilities is tragic and terrifying." For another view, see J. D. Brown, No. 1451. For other views, briefly expressed, by Mark Van Doren, Henry S. Canby, Russell S. Poor, and Luella Cole, see p. 14 of same issue.

1566. WILLIAMS, MENTOR L. Place of Teaching in Higher Learning. *AAUP Bull.*, 36: 669–675, Dec. 1950. (*Author:* Associate Professor of English, Illinois Institute of Technology.)

"It is my intention to cite some of the evidence to show that teaching has fallen to a secondary or even tertiary level in the scale of values accepted in our educational institutions and to point to some of the dangers resulting from this development." Shows how much administration and research overshadows teaching. "The research men are those who 'have something on the ball'; they are the men of power, of position, of renown. The mere teacher, on the other hand, is now regarded as a person of lesser capacity and industry, who, through lack of talent or inclination, cannot do research."

1567. WILLIAMS, ROBERT L. Are We Spending Too Much on Higher Education? *Sch. & Soc.*, 84: 83–86, Sept. 15, 1956. (*Author:* Faculty member, University of Michigan).

"About 80 percent of the budget for operations of a university goes into salary and wage payments to the supporting faculty and supporting staff. . . . But faculty salaries are too low and must be increased substantially if we are to attract a sufficient number of young men and young women of high intellectual promise into the teaching profession." Discusses faculty-student ratios, teaching load, other responsibilities of a professor, and other factors. "Some departments perform quite satisfactorily with a ratio of 1:20, while other may require a ratio of 1:4."

1568. WOLFE, WAYNE. A College Faculty's "Brainstorming." *Sch. & Soc.*, 86: 78–79, Feb. 15, 1958. (*Author:* Professor of Journalism, Wisconsin State College, Beaver Falls.)

"Borrowing a thread from the fabric of business and industry, faculty members of Wisconsin State College applied a 'brainstorming' approach to an academic problem. Describes system used and some of the results at a faculty conference held prior to opening of college."

1569. WOODMORE, T. B. Professor or Bricks, Which? *Coll. & Univ. Bus.*, 23: 32–34, Sept. 1957. (*Author:* Bursar, Middle Tennessee State College.)

"We would be wise not to postpone making substantial improvements in faculty salaries in our haste to build more classrooms, residence halls, and laboratories."

1570. YEAGER, WILLIAM A. The Service Load of Faculty Members in Education. *Educ. Res. Bull.*, 35: 39–46, 56, Feb. 8, 1956. Same, in briefer form, *Jour. Higher Educ.*, 27: 150–155, 174, March 1956. (*Author:* Professor of Education, University of Pittsburgh, Pennsylvania.)

"The activities within this total service load may be classified as follows: teaching assignments (including off-campus assignments), student advisement, part-time administrative assignments, direction of research, participation in research, office routines, and community (public) and professional services." Discusses each of these factors and makes recommendations for their distribution on equitable basis to faculty members. Recommendations are based on practice in 17 large universities, whose names are given, as determined by replies to a questionnaire sent to deans of schools of education in these universities.

1571. YOUNG, LLOYD P. Fourth Biennial Study of Salary Schedules and Salaries Paid in Colleges for Teacher Education: College Year 1954–55. In American Association of Colleges for Teacher Education *Eighth Yearbook*, 1955, p. 194–203. (*Author:* President, Kenne Teachers College, New Hampshire.)

Based on data received from 206 institutions. Gives maximum, minimum, and median salaries for four faculty ranks for institutions in six geographical areas and for United States as a whole. Also a graphic comparison of salaries for the four faculty ranks for 1948–49, 1950–51, 1952–53, and 1954–55.

See also Nos. 186, 195, 205, 210, 218, 228, 231, 253, 254, 261, 266, 267, 268, 278, 280, 281, 283, 299, 315, 374, 445, 455, 592, 651, 677, 682, 756, 765, 793, 831, 851, 859, 865, 869, 884, 891, 918, 938, 950, 953, 956, 960, 962, 963, 966, 967, 968, 971, 973, 978, 979, 980, 984, 985, 987, 990, 993, 997, 998, 1000, 1001, 1006, 1023, 1045, 1049, 1053, 1057, 1058, 1064, 1065, 1070, 1074, 1077, 1081, 1085, 1087, 1102, 1115, 1116, 1119, 1164, 1180, 1195, 1205, 1243, 1304, 1316, 1319, 1324, 1329, 1348, 1367, 1377, 1381, 1385, 1388, 1391, 1845, 1927, 2025, 2026, 2032, 2188, 2265, 2315, 2319, 2375, 2381, 2395, 2402, 2407, 2431, 2432, 2468, 2492, 2494, 2517, 2525, 2532, 2534, 2569, 2570, 2593.

IX. *Administration of Students*

1. GENERAL

Includes student participation in college and university administration.

1572. Aldrich, Anita. *A Comparison of Sectarian College Women and University Women in Motor Ability, Personality Adjustment, Scholastic Aptitude, and Background.* University Park: Pennsylvania State University, 1957. 109 p. Abstract in *Diss. Abstracts*, 18: 141, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Based upon data from all 77 women enrolled at the National College for Christian Workers and 94 women at the University of Kansas. Conclusion: "It would seem to be necessary to extend a broader interpretation of education for Christian service to the church membership which furnished future students."

1573. Berman, Deborah. Evolving Patterns of Democratic Social Control at Brandeis University. *Jour. Educ. Sociol.*, 28: 353–360, April 1955. (*Author:* Senior student, Brandeis University, Massachusetts.)

"Brandeis, one of our youngest universities (October 1948) has offered a challenge to its members to build new campus patterns of human relations that will grow with the University. . . . In seeking a realistic balance between student freedom and responsibility . . . the administration and students have shared some problems of interaction, inevitable because of little campus tradition and a pressure for dynamic social action and change." Describes especially problems involving hazing of freshmen, editorial policy of the student newspaper, and appropriate dress at meals.

1574. Blackwell, Thomas E. The College Disciplinary Committee and the Courts. *Coll. & Univ. Bus.*, 8: 44, May 1950. (*Author:* Treasurer, Washington University, Missouri.)

"From the earliest times, the courts have been alert to protect the college student against arbitrary and unreasonable actions on the part of the college Administration." Reports various cases, beginning with one in 14th century at University of Oxford, England.

1575. Boroff, David. Imperial Harvard. *Harpers*, 217: 27–34, Oct. 1958.

Finds a calm sobriety and a sense of casual greatness, rectitude, modesty, good manners, quiet conformity, and tolerance of idiosyncrasy at Harvard. "An imperial but modest colossus in American higher education; at once both the nation's oldest and most contemporary college."

1576. ——— Sarah Lawrence: For the Rich, Bright, and Beautiful. *Harpers*, 217: 37–44, Nov. 1958.

A progressive campus life somewhat tamed from the experimental 1930's, but still far ahead of the academic procession. The student and not the curriculum remains the center of attention.

1577. ——— Brooklyn College: Culture in Flatbush. *Harpers*, 217: 42–50, Dec. 1958.

Finds more individuality among Brooklyn's 15,000 students in their subway status than among those of Harvard or Sarah Lawrence despite their predominantly local and Jewish background. Sees the College as a tribute to the nation's belief in public education.

1578. Bromley, Ann. *A Study of Women Matriculants of the Chicago Undergraduate Division of the University of Illinois.* Evanston, Ill.: Northwestern University, 1954. 223 p. Abstract in *Diss. Abstracts*, 14: 1617–1618, Oct. 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 310 women enrolled at least one semester 1946 to 1953 and tape-recorded interviews with 22 of them. Studies personal history, secondary school background, college experiences, and suggestions for improvement of curricular and extra-curricular programs.

1579. **Carmichael, Oliver C., Jr.** Should Students Share in Policy Making? *Coll. & Univ. Bus.*, 23: 27–28, July 1957. (*Author:* President, Converse College, South Carolina.)

"College and universities that have devised successful systems for cooperative planning and sharing of responsibility for policy making have found these systems to be among their most important educational offerings, as well as their most effective devices for administration."

1580. **Dixon, Henry Aldous.** How Can Faculty Members Personally Develop Greater Civic, Moral, and Social Responsibility in Their Students? In Utah Conference on Higher Education, *Proceedings*, 1951, p. 7–11. (*Author:* President, Weber College, Utah.)

Answers: "(1) By placing greater emphasis on general and Christian education; (2) by resolving to educate the heart as well as the head; (3) by making the university 'a nursery of principle and honor'; (4) by having faith in themselves and in the power of Christian education to bring about the transformation; (5) by acting in the light of that faith." Discusses each of these in detail.

1581. **Eddy, Edward Danforth, Jr.** *The College Influence on Student Character: An Exploratory Study in Selected Colleges and Universities Made for the Committee for the Study of Character Development in Education.* Washington: American Council on Education, 1959. xii,185 p. Excerpts as "Do the Colleges Expect Enough?", *Jour. Higher Educ.*, 30: 155–160, March 1959. Summarized as "A Larger Task for the American College," *Educ. Record*, 40: 113–117, April 1959. (*Author:* Vice President and Provost, University of New Hampshire.)

"This report is the result of visits, extending over a period of one year, to twenty American colleges and universities," whose names are given. "Everywhere we travelled we found the majority of students willing and sometimes anxious to talk about their own educational experiences, about influences upon them, and about their own actions and reactions. . . . We have made an honest attempt to describe the scene on the campuses of the twenty colleges which we visited. Our conclusions are based on literally hundreds of conversations and interviews with students and faculty members. . . . This is our answer to questions such as these: What is the college's responsibility for and relationship to the character development of its students? How does such a responsibilty become related to the professed aim of most colleges to develop and sharpen the intellect? What positive and negative influences on character now operate on the campus? In what direction should colleges be moving to meet the increasing demand for men and women educated for both competence and conscience?" Bibliography, 14 titles. Review by Sarah G. Blanding, *N.Y. Times Book Review*, 64: 6, Aug. 23, 1959.

1582. **Falvey, Frances E.** *Student Participation in College Administration.* (Teachers College Studies in Education.) New York: Bureau of Publications, Teachers College, Columbia University, 1952. xi,206 p.

Doctoral dissertation (Ed. D.) at Columbia University. "The purpose of this study is to examine the present status and emergent trends of student participation in college administration. As a background, the philosophical bases of such participation and the nature of the college as a social institution are considered. Various types of student participation, their values, limitations, and objectives, are described and methods of stimulating satisfactory forms of participation are included. . . . It is intended as a handbook for students, faculty, and administrative officers concerned with the establishment and promotion of student participation in college administration." Reviews by E. G. Johnston, *Pers. & Guid. Jour.*, 31: 483–484, April 1953; by D. McGregor, *Jour. Higher Educ.*, 25: 51–52, Jan. 1954; and by P. G. Bulger, *Teach. Coll. Record.*, 54: 353–354, March 1953.

1583. **Freidson, Eliot,** *ed.* *Student Government, Student Leaders, and the American College.* Philadelphia: United States National Student Federation, 1955. xi,88 p. plus unpaged appendix of 38 tables.

Report of research into student participation in college policymaking, under grant from Ford Foundation. Based chiefly on two questionnaires, one for deans of students, and one for student body presidents, mailed to 931 accredited colleges in United States in 1954–55. Replies were received from 464 deans and 486 student body presidents in 680 institutions. "Presidents of colleges and presidents of student governments alike will agree that it is high time somebody under-took an appraisal of the developing role of organized students on college campuses, and presented student organizations in their proper perspective."—President Edward K. Graham, Woman's College of North Carolina, in Introduction.

1584. **Habein, Margaret L.**, *ed. Spotlight on the College Student.* Washington: American Council on Education, 1959. vii,89 p. (*Author:* Dean, Fairmount College, Municipal University of Wichita, Kansas.)

Report of a special meeting of the Problems and Policies Committee of the American Council on Education in June 1957. Consists of major papers and discussions concerning them as follows: (1) "Introduction to the Subject," by James R. Killian, Jr., President, Massachusetts Institute of Technology; (2) "Student Culture and Faculty Values," by David Riesman, Professor of Social Sciences, University of Chicago; (3) "Student Capabilities for Higher Education," by Philip E. Jacob, Professor of Political Science, University of Pennsylvania; (4) "Knowledge of Students Through Social Studies," by Nevitt Sanford, Professor of Psychology, University of California.

1585. **Hao, Peter Te-Yuan.** *An Analysis of Certain Learning Difficulties of Chinese Students in New York City.* New York: New York University, 1955. 373 p. Abstract in *Diss. Abstracts*, 15: 1551–1552, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on studies of scores made by 113 China-born students in Columbia, Fordham, and New York Universities on American Council on Education Psychological Examination. All test scores except one were significantly lower than those made by American college freshmen. Learning difficulties were found to be linguistic rather than quantitative in nature.

1586. **Hoopes, Robert** *and* **Marshall, Hubert.** *The Undergraduate in the University: A Report to the Faculty by the Executive Committee of the Stanford Study of Undergraduate Education, 1954–56.* Stanford, Calif.: Stanford University, 1957. viii,129 p. (*Authors:* (1) Director, and (2) Assistant Director of the Study.)

Contains chapters devoted to admissions, quality of undergraduate teaching, lecture system, intellectual motivation, and the new curriculum. Review by W. C. H. Prentice, *Jour. Higher Educ.*, 30: 115–116, Feb. 1959.

1587. **Hountras, Panos Timothy.** *Factors Associated With the Academic Achievement of Foreign Graduate Students at the University of Michigan from 1947 to 1949.* Ann Arbor: University of Michigan, 1955. 147 p. Abstract in *Diss. Abstracts*, 15: 762–763, May 1955.

Unpublished doctoral dissertation (Ph. D.). Based on an analysis of records of 587 foreign graduate students of whom 257 were on probation at some time within their period of academic study. Compares them with 330 who were not on probation with respect to various factors.

1588. **Kamm, Robert B.** A Student-Faculty Approach to Campus Government. *Sch. & Soc.*, 79: 186–188, June 12, 1954. (*Author:* Dean of Students, Drake University, Iowa.)

"Most significant of all is the Student-Faculty Council, a governing body with wide responsibility and influence on the campus [of Drake University], composed of 8 students and 7 faculty members." Describes method of selection and operation. "The Student-Faculty Council, considered a decade ago to be somewhat of an 'experiment,' has now gone far beyond that stage and become a meaningful and contributing part of the University's program."

1589. **Kerins, Francis J.** Student Autonomy and Administrative Control: The Fallacy of Absolute Cooperation Between Student and Administrator. *Jour. Higher Educ.*, 30: 61–66, Feb. 1959. (*Author:* Assistant Professor of Philosophy, Loretto Heights College, Colo.)

"The area of student autonomy may be severely confined because of the philosophies, personalities, and circumstances of the particular situation; but it can be an area of genuine autonomy. The influence of the student voice in deciding serious matters may be limited for the same reasons. But it should be an honest voice. Otherwise, the student is being mistrained for democratic living."

1590. **Lehman, Carl M.** Can Students Help Run a College. *Coll. & Univ. Bus.*, 14: 22–24, March 1953. (*Author:* Treasurer, Bluffton College, Ohio.)

"Bluffton College has for many years successfully followed the practice of faculty participation in administration. But morale was extremely low until the students also were permitted to participate in many administrative decisions. . . . There seems to be no question that student participation in the administration of Bluffton College is here to stay."

1591. Lloyd-Jones, Esther; Barry, Ruth; and Wolfe, Beverly. *Case Studies in College Student-Staff Relationships.* New York: Teachers College, Columbia University, 1956. ix,117 p. (*Authors:* Faculty members, Teachers College, Columbia University.)

Contains 22 case studies, vividly presented, concerning various administrative and personnel aspects of college relationships. Each case includes a half dozen or more incisive questions for discussion.

1592. Long, Samuel Murray. *The Coordination of Instructional, Administrative, and Student Personnel Services in Pennsylvania's State Teachers Colleges.* University Park: Pennsylvania State University, 1958. 421 p. Abstract in *Diss. Abstracts,* 19: 2830–2831, May 1959.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to each of the colleges. Conclusion: "In accordance with the criteria which were established for this study, a Director of Student Personnel should be appointed to coordinate the over-all student personnel program and the work of the Deans of Men and Women and the Directors of Recruitment and Admissions, and Placement."

1593. Ludeman, W. W. We Give Students a Voice in Shaping College Policies. *Coll. & Univ. Bus.,* 22: 25–26, Jan. 1957. (*Author:* President, Southern State Teachers College, South Dakota.)

Lists 18 standing committees at the College and shows extent of student representation on each of them. "Southern State Teachers College has been practicing such a plan for the last four years with tremendous success."

1594. Lunn, Harry H., Jr. *The Students' Role in College Policy Making.* Washington: American Council on Education, 1957. x,100 p.

A report prepared for the Commission on Student Personnel of the Council. "It was decided at the outset that this Study would not be a series of recommendations with respect to desirable practices in this area. Institutions differ widely in their philosophies of this matter. Diversity of practice is a good thing. Consequently this is largely a descriptive report, emphasizing throughout specific examples of different forms of student involvment in administration and policy formation. . . . There is, however, a presumption on the Commission's part that student leadership can make useful contributions to educational policy-making."

1595. McMurray, Helen B. *Personnel Services in Catholic Four-Year Colleges for Women.* Washington: Catholic University of America Press, 1958. ix,177 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 114 institutions and on personal visits to 20 of them. Separate chapters devoted to organization and administration, orientation and housing, religious guidance, discipline and student activities, counseling services, vocational guidance, financial aid, and health services. Bibliography, 230 titles.

1596. Spectorsky, Auguste C., *ed.* *The College Years.* New York: Hawthorne Books, 1958. 509 p.

An anthology of fact, fiction, satire, humor and reminiscence about college and university life. Authors quoted range from Chaucer to the present time.

1597. Stone, Hurford E. A Project in Campus-Community Co-operation: The Development of a Campus-City Coordinating Council for Student Affairs. *Jour. Higher Educ.,* 30: 255–259, May 1959. (*Author:* Dean of Students, University of California.)

"It is our belief, on the basis of the experiences related, that the Campus-City Co-ordinating Council for Student Affairs, functioning the year round, has an important role to play in the areas of student conduct, student welfare, public relations, and campus-city relationships. . . . It should serve as a continuing resource for better communication and increased cooperation between students of the college and citizens of the community."

1598. Taylor, Lynn Franklin. *Administration-Student Relationships in Nebraska Church-Related Colleges.* Lincoln: University of Nebraska, 1951, Abstract in the University of Nebraska, *Abstracts of Doctoral Dissertations,* 1951, 245–252.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to seven institutions. Investigated six areas of administration: academic preparation of students, student procurement, continuation in college, college work actually used, student government, and relationship of church and college.

1599. Touchstone, Madelaine Maude. *The Administration of Foreign Student Affairs in Colleges and Universities in the United States.* Columbia: University of Missouri, 1949. 322 p. Abstract in *Micro. Abstracts*, 9: 84–86, No. 3, 1950.

Unpublished doctoral dissertation (Ph. D.). Based on data from foreign students at University of Missouri and administrators of institutions enrolling foreign students. Abstract gives summary of opinions of foreign students concerning eight of the more significant problems faced by them, nine institutional practices and opinions of administrators, and 11 recommendations for changes.

1600. Weeks, Ila Delbert. Student Participation in College Administration. *Sch. & Soc.*, 71: 385–387, June 24, 1950. (*Author:* President, University of South Dakota.)

Shows ways in which students can participate in and assume responsibility for certain administrative practices, particularly athletics, social affairs, alumni activities, fraternities, and evaluation of teaching.

See also Nos. 1, 2, 27, 55, 58, 142, 187, 189, 195, 198, 207, 214, 217, 219, 223, 224, 228, 248, 250, 251, 252, 257, 266, 272, 273, 278, 289, 293, 328, 335, 365, 401, 427, 433, 466, 477, 590, 679, 729, 740, 779, 798, 812, 828, 836, 856, 874, 943, 955, 975, 995, 1066, 1211, 1531, 1676, 1705, 1743, 2050, 2638.

2. RECRUITMENT AND ADMISSION

1601. Bowles, Frank H. A Unified Program of Student Recruitment. *Educ. Record*, 34: 291–296, Oct. 1953. (*Author:* Director, College Entrance Examination Board.)

"My key proposition is just this: The size and quality of the freshman class entering a given institution in a given year is the end product of that institution's relation with its community during the preceding year."

1602. ——— The Past, Present, and Future of Admission Requirements. *Coll. & Univ.*, 31: 309–327, Spring 1956. (*Author:* See No. 1601.)

States "some principles that seem broadly applicable" and applies them to the past in two periods, 1630–1870 and 1870–1940; to the present, especially as affected in three ways by the war, and to the future, making two predictions beyond which "I do not dare to go."

1603. ——— *How to Get Into College.* New York: Dutton, 1958. viii,157 p. (*Author:* President, College Entrance Examination Board.)

"This is a book on the problems of entering college. There are an appalling number of such problems—they begin with the basic decision on whether a son or daughter should go to college, go on through the implications of preparation, of choosing, of financing, and the actual process of application and admission until the final possibilities have been weighed and the last formality has been dealt with. . . . This book undertakes to identify the problems, to define them, to explain why they exist, and to break them down into their component parts." Written in form of 358 questions and answers. Reviews by W. G. Bowling, *Coll. & Univ.*, 34: 326–330, Spring 1959; and by R. N. Scott, *High School Jour.*, 42: 143, Jan. 1959.

1604. Brickman, William W. The Impending Ebb Tide in Higher Education. *Sch. & Soc.*, 83: 207–208, June 9, 1956. (*Author:* Associate Professor of Education, New York University.)

An editorial. "Careful consideration of all pertinent developments along social, economic, political, diplomatic, and educational lines will yield but one conclusion, namely, that the future years will be marked by a strong ebb tide, rather than a tidal wave, in enrollment in higher education." Enumerates 11 factors to sustain this conclusion. Comments, pointing out possible satirical character of the editorial, by Richard H. Hill, *Sch. & Soc.*, 85: 75, March 2, 1957.

1605. Broughton, *Mrs.* T. R. S. Early Decision Plans at 24 Colleges. *Coll. Board Review*, No. 38, 24–25, Spring 1959. (*Author:* Dean of Freshmen and Director of Admissions, Bryn Mawr College, Pennsylvania.)

"During the current academic year at least 24 independent colleges for women, all of them members of the College Entrance Examination Board, have been experimenting with 'early decision' plans for a limited number of applicants." Gives names of institutions and makes tentative appraisal of the plan.

1606. **Bryan, Roy C.** Some Reactions on the Evaluation Report: "They Went to College Early." *Bull. Nat. Assoc. Sec. Sch. Prin.*, 41: 1–10, Nov. 1957. (*Author:* Director, Campus School, Western Michigan University.)

Sees little merit in the idea of early admission to college. Discusses some of the problems involved, and alternatives to early admissions.

1607. **Burton, Philip Ward.** Keep Women Out of College! *This Week Mag.*, Feb. 9, 1958, p. 10–12, 36–39. (*Author:* Professor of Journalism, Syracuse University, New York.)

States that an obvious solution to the problem of overcrowded colleges is to cut down on the number of women allowed to enter coeducational institutions. Asserts that men need a college degree more than women. For reply by Dorothy Thompson, see No. 1658.

1608. **Cross, George Lynn.** Selective Admissions as a Solution of the Problem of Increasing Enrollments in State Universities. In National Association of State Universities, *Proceedings*, 1955, p. 57–67. (*Author:* President, University of Oklahoma.)

States six arguments opposing and six favoring selective admission of students in State-supported institutions. Reports reactions of legislature and of general public to announcement by University of Oklahoma of new policy of marked restriction on enrollment of freshmen. Suggests desirability of inter-state cooperation in the matter of selective admission. Includes 3-page discussion.

1609. **Davis, James M.** Will the Foreign Student Be Squeezed Out? *Sch. & Soc.*, 85: 299–301, Oct. 26, 1957. (*Author:* Faculty member, University of Michigan.)

"Will the increasing pressure of American students seeking admission to our colleges and universities result in these institutions cutting sharply or even eliminating their admissions of students from other lands?" Conclusion: "In the years ahead, the foreign student will be squeezed; . . . he will not be squeezed out."

1610. **Eells, Walter Crosby.** Higher Education of Negroes in the United States. *Jour. Negro Educ.*, 24: 426–434, Fall 1955. (*Author:* Retired Professor of Education.)

Compares proportion of Negroes enrolled in higher educational institutions in the United States with proportion of total population securing higher education in 25 foreign countries.

1611. **Farwell, Gail Frederic.** *An Analysis of Factors and Criteria Related to the Administration of Borderline Cases at Michigan State College, Fall Quarter, 1952.* East Lansing: Michigan State College, 1954. 211 p. Abstract in *Diss. Abstracts*, 14: 1177, Aug. 1954.

Unpublished doctoral dissertation (Ed. D.). Comparison of three groups of 228 students each: (1) a borderline group admitted on basis of individual testing and counseling, (2) those admitted on regular basis of high school record and recommendations, (3) those refused admission.

1612. **Fisher, Clyde Palmer.** *A Forecast of Enrollment in Accredited Senior Colleges and Universities in California, 1955–56 to 1970–71.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 127–130.

Unpublished doctoral dissertation (Ed. D.). Based on data secured from 26 private and 16 public institutions in the State with enrollments in 1954–55 of 124,000 students. Makes five forecasts, on basis of different assumptions, varying from 253,000 to 399,000 students in 1970–71.

1613. **Fontanella, Marion A.** The Pre-Medical Student: A Martyr. *Jour. Higher Educ.*, 22: 138–144, 169, March 1951. (*Author:* Instructor in Biology, Fordham University, New York.)

Discusses plight of thousands of ambitious students who, having completed the pre-medical courses given in liberal arts colleges, are each year refused admission to medical colleges. Proposes an alternative plan.

1614. **Fricke, Benno G.** How Colleges Should Pick Their Students. *Coll. Board Review*, No. 34: 17–22, Winter 1958. (*Author:* Lecturer in Psychology, University of Michigan.)

Summarizes results of questionnaire sent to 330 college admissions officers to show present practices in college admissions. Includes suggestions for certain improvements.

1615. **Fund for the Advancement of Education.** *They Went to College Early.* New York: The Fund, 1957. ix,117 p.

"In the fall of 1951, eleven American colleges and universities opened their doors to

420 freshmen who differed from the average college freshman in two striking respects: they were roughly two years younger, and only a few of them had finished high school. These 'Early Admission' students were the pioneers in an experiment . . . to determine the wisdom and feasibility of allowing carefully selected students of high academic promise to break out of the educational 'lock step' and complete their school at their own best pace." For discussion by R. C. Bryan, see No. 1606. Reviews by W. E. Kettlekamp, *Coll. & Univ.*, 33: 60–61, fall 1957; by A. M. Hayes, *Jour. Gen. Educ.*, 10: 177–179, July 1957; and by E. S. Jones, *Jour. Higher Educ.*, 28: 512–513, Dec. 1957.

1616. Funkenstein, Daniel H. Some Myths About Medical School Admissions. *Jour. Med. Educ.*, 30: 81–88, Feb. 1955. Reprinted from Harvard Medical *Alumni Bulletin*, Oct. 1954. (*Author:* Clinical Associate in Psychiatry, Harvard University Medical School.)

"Although the admissions committee is looking for the mature, broadly educated man of integrity, the myth that certain specific criteria guide the selection process persists. These are some of the myths concerning your son's entrance into medical school: all that is required is to reside in certain States, go to the right college, major in science, and take as many science courses as possible." Considers these and other myths, nine in all, and disproves each by giving relevant data from practice and policy of Harvard Medical School.

1617. Gardner, John W. A Time for Decision in Higher Education. In Carnegie Corporation of New York, *Annual Report*, 1954, p. 9–18. (*Author:* President, Carnegie Corporation of New York.)

Discusses who should go to college, what kinds of education should be provided, perils of "mass production," how shall we pay for higher education, and the challenge. Graph shows that 30 percent of 18-year-old population in the United States is in college as compared with 5 percent in Great Britain.

1618. ——— How to Think About College. In Carnegie Corporation of New York, *Annual Report*, 1957, p. 11–27. (*Author:* See No. 1617.)

"Over the dinner table this winter several million Americans will argue the same perplexing questions: Should Johnny (or Jane) go to college? And if so, to which college?" Discusses responsibility of parents, many roads to success, the late bloomer, diversity of choice, coeducation, prestige institutions, career considerations, and the lure of security.

1619. Gee, Helen Hofer *and* Cowles, John T. The Appraisal of Applicants to Medical Schools. *Jour. Med. Educ.*, 32: Part II, xix,228 p., Oct. 1957.

Report of Fourth Teaching Institute, Association of American Medical Colleges, Colorado Springs, Nov. 7–10, 1956. Consists of 10 chapters in four groups: The Broad Perspective, The Intellectual Characteristics of Applicants, The Non-Intellectual Characteristics of Applicants, Overall Appraisal of the Admissions Process. Bibliography, 77 titles, annotated.

1620. Gerritz, E. M. *and* Thomas, Alfred, Jr. The Admissions Office in Twenty-Eight Selected Colleges and Universities. *Coll. & Univ.*, 29: 65–68, Oct. 1953. (*Authors:* (1) Admissions officer, University of Minnesota; (2) Registrar, Arizona State College, Tempe.)

Finds that "the admissions work in the colleges and universities surveyed has been centralized in one office, sharing a coordinate function with the registrar or recorder." Considers fundamental causes for the origin of the office.

1621. Hanford, George H. Free Enterprise in College Admissions. *Coll. Board Review*, No. 37: 8–11, Winter 1959. (*Author:* Vice President, College Entrance Examination Board.)

An analysis of past and present competition between selective colleges and statement of need for further restraints. Suggests six alternatives, the last of which is "chaos," if none of the others are accepted.

1622. Hannah, John A. Education for Inequality: There Is a Great Deal of Difference in Individuals. *Vital Speeches*, 22: 595–596, July 15, 1956. (*Author:* President, Michigan State University.)

States that we must recognize inequality in the talents and potentialities of individuals and we must see to it that those with unusual capabilities are enabled to get a good education. Claims that too much stress is placed on right of everyone to an education and too little on the education of the gifted. "We lose only three potential Ph. D.'s out of 100 at the high school age. But we lose a potential of 44 for failure to enter college."

1623. Hanson, Robert J. *A Study of College Admission Counseling in Michigan.* Detroit, Mich.: Wayne University,

1956. 204 p. Abstract in *Diss. Abstracts,* 16: 1641, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from chief admissions officers of 44 institutions, all accredited institutions in the State except theological seminaries, and personal interviews with admissions officers of 25 of them. Studies organizational structure, admissions procedures, and relationships to Michigan secondary schools.

1624. HARDAWAY, CHARLES WALLACE. *The Status of Entrance Requirements and Admissions Policies of State-Supported Teachers Colleges and Proposed Guides for Admissions for Indiana State Teachers College.* Bloomington: Indiana University, 1958. 256 p. Summary in *Teach. Coll. Jour.,* 30: 25–27, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of literature from 1825 to 1958 and on questionnaire returns from 180 State teachers colleges.

1625. Helping Qualified Students to Continue Their Education: A Symposium. *Educ. Record,* 37: 85–93, April 1956.

Consists of four papers: (1) "Factors Which Prevent Able Young People from Going to College," by Sherman E. Smith; Director, Student Affairs, University of New Mexico; (2) "How Do We Offer Assistance to Students Who Would Not Otherwise Go to College?" by Richard L. Plaut, Executive Vice Chairman, National Scholarship Service and Fund for Negro Students; (3) "How Can Academic Ability Be Identified and Made Known," by William W. Turnbull, Vice President, Educational Testing Service, New Jersey; (4) "Sources of Scholarship Funds," by Ralph C. M. Flynt, U.S. Office of Education.

1626. HENDERSON, ALGO D. Balm for a Troubled Conscience. *Educ. Record,* 35: 165–177, July 1954. (*Author:* Professor of Higher Education, University of Michigan; former President, Antioch College, Ohio.)

"The purpose of this article is to review the progress that is being made" with reference to "more genuine equality of opportunity for Negroes, Jews, and other minority youth." Gives many data on graduate and professional education, undergraduate admissions, social life, the role that the law has played, and the help of voluntary groups. Conclusion: "Much remains to be done . . . but a good beginning toward the easing of the conscience of the American college has been made."

1627. HILL, HENRY T. *Changing Options in American Education.* New York: Macmillan & Co., 1958. xii,111 p.

The 30th Kappa Delta Pi Lecture. Treats three controversial problems: Private, parochial, and public schools; racial desegregation in education; and basis for increasing higher educational enrollments. Review by O. Tead, *Jour. Higher Educ.,* 30: 60, Jan. 1959.

1628. HOLLINGSHEAD, BYRON S. *Who Should Go to College?* New York: Columbia University Press, 1952. xviii, 190 p. (*Author:* President, Coe College, Iowa.)

Estimates the number of high school graduates who go to college and the number who would go if they had the economic opportunity. "We are not trying to say precisely how many young people should go to college or what they ought to study if they go, except in very general terms. We are advocating a program which would assist young people with ability who want a college education, but cannot personally afford it." Section "Selections from the Literature" (p. 166–184) contains extracts from 26 pertinent articles and reports. Reviews by G. K. Chalmers, *Jour. Higher Educ.,* 24: 445–448, Nov. 1953; and by K. W. Bigelow, *Teach. Coll. Record,* 54: 410–412, April 1953.

1629. HUMMEL, ERRETT E. Problems in Selective Enrollment. In Northwest Association of Secondary and Higher Schools, *Proceedings,* 1956, p. 55–62. (*Author:* Assistant to the President, Portland State College, Oregon.)

Discusses advantages and disadvantages of various types of selective admissions in both public and private institutions, including past academic record, examinations, and character and personality traits. Conclusion: "Truly it is the United States that is the loser when we deny any boy or girl the privilege to gain more wisdom."

1630. HURD, CHARLES P. The New Admissions Plan. *Jour. Higher Educ.,* 22: 28–30, Jan. 1951. (*Author:* Assistant Director of Admissions, Columbia University.)

Describes plan initiated at Columbia University by which adults who do not meet the usual entrance requirements may enter candidacy for a baccalaureate degree.

1631. JOHNSON, GUY B. Racial Integration in Public Higher Education in the South. *Jour. Negro Educ.,* 23: 317–329, Summer 1954. (*Author:* Professor of Sociology, University of North Carolina.)

Reviews history of admission of Negro students to Southern institutions since 1935. Tabulates 453 regular session and 907 summer session Negro students admitted to 22 publicly supported southern colleges in 1952–53. Discusses administrative attitudes and policies, academic adjustments, attitudes of white students, and situation in privately controlled colleges.

1632. ——— Score on Integration—In the Colleges. *Nation*, 181: 527–532, Dec. 17, 1955. (*Author:* See No. 1631.)

Reports that integration in southern higher education has almost been accomplished since 1948 when Negroes were first admitted to graduate and professional schools of several State universities. States there are 125 formerly all-white southern institutions which admit Negroes and that about 2,000 Negro students are enrolled in these institutions.

1633. Kearns, James A. Present Problems in the Recruitment of Students. *Amer. Jour. Pharm. Educ.*, 22: 66–69, Winter 1958. (*Author:* Instructor in Applied Science, International Business Machines Corporation, New York.)

"Regardless of the devices and techniques that are employed to recruit students for colleges of pharmacy, the profession of pharmacy will always be working with the odds against it."

1634. Kirk, Grayson. Education for the Future. *Vital Speeches*, 25: 118–121, Dec. 1, 1958. (*Author:* President, Columbia University.)

Address at 75th anniversary of University of North Dakota. Claims that the high school curriculum must be tougheaed, college admissions limited, and less promising students be taught in junior colleges.

1635. Lincoln, Winfred John. *Admission Practices and the Success of Specially-Admitted Students at the University of New Mexico and Selected State Colleges in New Mexico, 1935–1955.* Los Angeles, Calif.: University of Southern California, 1959. 349 p. Abstract in *Diss. Abstracts*, 20: 196, July 1959.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this study was to determine (a) what changes in admissions requirements had been made in colleges in the State of New Mexico during the years 1935–55, (b) how effective such changes were, and (c) what additional changes would be desirable."

1636. McConnell, Thomas R. The Diversification of American Higher Education: A Research Program. *Educ. Record*, 38: 300–315, Oct. 1957. (*Author:* Professor of Education, University of California; former Chancellor, University of Buffalo, New York.)

Outlines some of the problems to be studied at the Center for the Study of Higher Education, University of California, Berkeley, including selective admission of students for State institutions, facilities for lower ability students, selective admission for private colleges, and general pattern of higher institutions in a diversified system of State education.

1637. McDonald, Lewis Joseph. *An Evaluation of College Information Programs.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 296–299.

Unpublished doctoral dissertation (Ed. D.). "An informational and evaluational study of the problem of the dissemination of college information to high school students." Based on questionnaire responses from 1,981 college freshmen in institutions in California and Arizona, and from 283 school officials in institutions which were members of the North Central Association.

1638. MacMitchell, T. Leslie. Urban Colleges and the Tidal Wave. *Coll. Board Review*, No. 28; 22–24, Winter 1956. (*Author:* Assistant to Director, College Entrance Examination Board.)

After visiting 43 urban colleges, author concludes that they are doing very little planning for expected increases in enrollment in next 10 years. Advocates careful review of admissions policies.

1639. Mannos, Nicholas Thomas. *Factors That Deter College Attendance: A Comparative Study of Selected 1955 Indiana High School Graduates.* Bloomington: Indiana University, 1957. 173 p. Abstract in *Diss. Abstracts*, 18: 473, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews with 240 high school graduates in upper 10 percent of 1955 graduating classes of 51 Indiana high schools, and with 80 Indiana University students from same 10 percent group who could be matched with 80 of the nonattending group. Twelve significant findings stated. Among them: "The most significant factors that deterred college attendance were lack of interest and marriage. . . . Positive parental attitudes are a vital influence toward students' attendance at college."

1640. **Miller, James Furman, Sr.** *A Comparison of Overachievers and Underachievers at the University of Georgia.* Athens: University of Georgia, 1958. 177 p. Abstract in *Diss. Abstracts*, 19: 1656–1657, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Compares two groups of University of Georgia freshmen entering in the fall of 1953. Conclusion: "The findings of this study should definitely impress upon principals and admissions officers that there are many, varied, and yet statistically significant differences in certain factors operating independently of intelligence, and that these must be taken into consideration in both the preparation and selection of college freshmen."

1641. **Millett, John D.** Restrictive Admission in State-Supported Higher Education. *Jour. Higher Educ.*, 27: 175–178, April 1956. (*Author:* President, Miami University, Ohio.)

Defends the open-door policy of admissions required by law of many publicly supported institutions, although recognizes that a restrictive admissions policy has a number of justifications.

1642. **Morgan, Thomas B.** How to Keep Pace in the Hectic Race for Higher Learning. *Cosmopolitan*, 147: 75–77, Sept. 1959.

"Driven by a diploma fixation unparalleled in history, parents are scrambling to get infants into the 'right' nursery schools, hiring tutors, moving to prestige neighborhoods. But the inside track in the college admissions rat race is something only students themselves can find."

1643. **Morse, Arthur D.** They're Breaking the Lock Step in Our Schools. *Nat. Par.-Teach.*, 51: 7–10, Oct. 1956. (*Author:* Freelance writer associated with Edwin R. Murrow's series of programs on American schools.)

Discusses trend among colleges toward early admission of gifted children, illustrating by several case studies.

1644. **Mueller, Hilbert Eugene.** *An Inquiry Into Factors That Influenced Beginning Freshmen to Select the University of Missouri.* Columbia: University of Missouri, 1955, 444 p. Abstract in *Diss. Abstracts*, 15: 2065–2066, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,537, or 92 percent, of the eligible freshmen at the University of Missouri in 1955. Major conclusions: "Parents exerted a greater influence upon beginning freshmen than any other individual. . . . Of the high school personnel studied in this report, the teacher was most influential. . . . No single factor was more important than all other factors."

1645. Panel Discussion on Admission and Other Factors of Post-Secondary Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1957, p. 45–74.

Representatives of various colleges answer numerous questions regarding selection practices, racial and religious factors, multiple applications, and class standing as factors in admissions.

1646. **Pearson, Richard.** The Students' View of Early Admissions. *Coll. Board Review*, No. 28: 10–13, Winter 1956. (*Author:* College Entrance Examination Board Program Director.)

Early admissions program was launched in 1951–52 to see if gifted high school students could successfully enter college early. Reviews problems encountered and lessons learned. Reaction of students, generally favorable.

1647. **Plaut, Richard L.** Racial Integration in Higher Education in the North. *Jour. Negro Educ.*, 23: 310–316, Summer 1954. (*Author:* Executive Vice Chairman, National Scholarship Service and Fund for Negro Students.)

"In the past five years the National Scholarship Service and Fund for Negro Students has alone found places and $500,000 worth of scholarship assistance for more than 2,800 Negro students in over 280 different interracial colleges in 27 States. It might have found places for five times that number, had the qualified candidates been available."

1648. **Punke, Harold H.** Junior College Admission and Non-Curricular Provisions for Students. *Sch. Review*, 60: 39–45, January 1952.

An analysis of admissions policies and provisions of a non-curricular nature as shown by catalogs of 196 junior colleges.

1649. **Rice, Dorothy Alyne.** *A Comparative Study of Freshmen Entering* *the Public Junior Colleges and the State-Supported Coeducational Senior Colleges of Mississippi.* East Lansing: Michigan State University, 1958. 194 p. Abstract in *Diss. Abstracts*, 19: 1632, Jan. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,875 students in four senior white colleges and 2,688 students in 13 white public junior colleges, and scores on standardized academic aptitude test for most of them. Finds that significant differences exist between the two groups in six factors studied: (1) social status, (2) economic status, (3) acedemic aptitude, (4) education of parents, (5) place of residence, and (6) educational and vocational plans.

1650. Shafer, Dwight Thomas. *Analysis of Certain Factors in the Preparation of Iowa High School Graduates Entering Selected Iowa Colleges.* Iowa City: State University of Iowa, 1956. 259 p. Abstract in *Diss. Abstracts*, 16: 1620, Sept. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of records of students entering State University of Iowa, Iowa State College, Iowa State Teachers College, Drake University, and Wartburg College in 1952. Major results: "The findings of this study do not support the argument that colleges are being forced to change their entrance requirements because of increased curricular offerings of the secondary schools. . . . Scholarship in high school is one of the important pre-requisites for successful scholarship in college. . . . The size of high school attended is not a determining factor for a student who achieves scholastic success in the first year of college."

1651. Shuttleworth, Frank K. Discrimination in College Opportunities and Admissions: A Critique of Two Publications of the American Council on Education. *Coll. & Univ.*, 28: 49–72, Oct. 1952. (*Author:* Professor, Department of Student Life, City College, New York.)

A vigorous and detailed criticism of validity of statements in two 1949 publications regarding anti-Semitic discrimination in admission to colleges.

1652. Snethen, Howard. How Real Is the Crisis? *Johns Hopkins Mag.*, 10: 7–9, 31–32, Oct. 1958. (*Author:* Member, Admissions Staff, Johns Hopkins University, Maryland.)

"For the 396 openings in the freshman class this fall, 1,500 completed applications were received."

1653. Stout, Ruth Albertine. *A Study of Admission and Retention Practices in College and University Programs of Teacher Education.* Minneapolis: University of Minnesota, 1957. 348 p. Abstract in *Diss. Abstracts*, 17: 1953–1954, Sept. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on 31-page questionnaire responses from 785 accredited institutions. Finds that some selection procedures are employed in three-fourths of the institutions. Conclusion: "The present study provides evidence of a positive relationship between selection programs and quantity of production. Efforts to extend and improve programs of selective admission and retention for teacher education should therefore be greatly accelerated."

1654. Stowe, Leland. What You Need Nowadays to Get Into College. *Readers' Digest*, 71: 40–45, July 1957.

"Here is a list of the personal qualities colleges are looking for, and suggestions for youngsters and their parents on how to develop them."

1655. Sturgis, Horace W. Trends and Problems in College Admissions. *Coll. & Univ.*, 28: 5–16, Oct. 1952. (*Author:* Associate Registrar, Georgia Institute of Technology.)

Summarizes early college admission requirements from 1643, and gives current arguments for and against entrance examinations and certificate as methods of entrance. States reasons given by students for their choice of Georgia Institute of Technology. Conclusion: "The general practice in college admissions during recent years has been to admit those students who have graduated from accredited secondary schools and who, have earned credits in specific patterns of secondary school subjects." Bibliography, 11 titles.

1656. Sullivan, Richard H. Cautions and Speculations on Enrollments. *Educ. Record*, 35: 250–256, Oct. 1954. (*Author:* Educational Vice President, Educational Testing Service, New Jersey.)

Based on observations made as a result of series of visits to colleges and universities under grant from Carnegie Corporation of New York. Discusses enrollment prospects for several types of institutions. "We may hope, we may even trust, that the changes in prospect are neither more sweeping, nor more difficult, nor more discouraging than those already experienced. It seems certain that they will be stimulating."

1657. Thackrey, Russell I. Some Facts on College Enrollment Trends in the Past Fifteen Years. *Educ. Record*, 37: 189–191, July, 1956. (*Author:* Executive Secretary, Association of Land-Grant Colleges and State Universities.)

"The primary purpose of this report is to call attention to what actually happened to college and university enrollments between 1939 and 1954, in the belief that there has been far too much attention paid to comparisons with the artificial situation of 1950, and *guesses* as to future trends."

1658. Thompson, Dorothy. Oh, Professor! *Lad. Home Jour.*, 75: 11–16, June 1958. (*Author:* Lecturer and newspaper columnist.)

A reply to P. W. Burton, No. 1607. Claims "that women need the values provided by a liberal arts education as much as men do."

1659. Thresher, B. Alden. The Problems of College Admissions. *Tech. Review*, 61: 195–198, Feb. 1959; 61: 247–249. March 1959.

A discussion of the complex problems involved in college admissions.

1660. Thurston, Lee M. How Can High Schools and Colleges Agree on a Plan for College Admissions Regardless of the Pattern of High School Offerings? *North. Cent. Assoc. Quart.*, 25: 263–209, Oct. 1950. (*Author:* Superintendent of Public Instruction, Michigan.)

Discusses general principles and reports in detail on Michigan Secondary School-College Agreement, its methods and its success.

1661. Twiford, Donald D. *Factors Which Influence the College Enrollment of Nebraska Girls.* Lincoln: University of Nebraska, 1954. 224 p. Abstract in *Diss. Abstracts*, 14: 637–638, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 336 girls who attended college and 436 who did not, and on personal interviews with 50 from each group—all from girl graduates of 1951 and 1952 of 24 selected Nebraska high schools.

1662. *Who Should Go to College?* Boulder, Colo.: Western Interstate Commission for Higher Education, 1959. 20 p.

Discusses problem of selective admission for Western State colleges and universities.

1663. Wilson, Eugene S., Jr. Order or Chaos in College Admissions? *Coll. Board Review*, No. 24, 8–10, Fall 1954. (*Author:* Director of Admissions, Amherst College, Massachusetts.)

Offers five solutions to the problem of multiple applications for admission. Favors plan by which a student would be allowed to list his first choice college only on his College Board test application blank.

1664. Wormald, F. L. College Enrollment Plans for the Next Fifteen Years. *Assoc. Amer. Coll. Bull.*, 42: 504–509, Dec. 1956. (*Author:* Assistant to the Executive Director, Association of American Colleges.)

Report of a questionnaire study of 515 member colleges of the Association of American Colleges with total enrollments of over 700,000 students. "It appears that in full-time undergraduate enrollments, an increase of 20 percent across the board is all that can be expected of four-year liberal arts colleges in the next four or five years unless they obtain capital resources beyond what can now be foreseen."

1665. Young, Kenneth E. *Who Can and Should Go to What Kind of College?* Stanford, Calif.: Stanford University, 1953. 214 p. Abstract in *Diss Abstracts*, 13: 735–736, No. 5, 1953.

Unpublished doctoral dissertation (Ph. D.). Considers eight student characteristics, historic and current points of view, and "at least a score of different kinds of post-high-school institutions" fitted to a wide variety of interests, needs, and abilities of students.

See also Nos. 12, 14, 44, 67, 70, 174, 182, 184, 189, 203, 222, 228, 232, 233, 242, 260, 261, 267, 272, 273, 278, 280, 281, 282, 285, 288, 289, 290, 291, 294, 296, 324, 350, 365, 374, 396, 430, 444, 480, 496, 578, 580, 701, 858, 865, 871, 879, 991, 996, 1107, 1578, 1586, 1592, 1595, 1598, 1667, 1705, 1709, 1719, 1731, 1821, 1835, 1994, 2009, 2014, 2102, 2128, 2258, 2265, 2415, 2624, 2629, 2670.

3. ORIENTATION AND COUNSELING

For other references see journals, yearbooks, and proceedings of American College Personnel Association, American Personnel and Guidance Association, Division of

Counseling of American Psychological Association, National Association of Student Personnel Administrators (formerly National Association of Deans and Advisers of Men), National Association of Women Deans and Counselors (formerly National Association of Deans of Women), and National Vocational Guidance Association. The issues of *Review of Educational Research* for April 1951, April 1954, and April 1957 are devoted entirely to 3-year critical summaries and reviews of pertinent literature in the entire field of counseling and guidance, including publications at the higher educational level.

1666. Arbuckle, Dugald S. The Faculty Interview. *Jour. Higher Educ.*, 23: 212–215, April 1952. (*Author:* Director of Personnel, School of Education, Boston University, Massachusetts.)

In the past four years the interview of groups of students by a committee of faculty members has become a standard practice at the Boston University School of Education. Reports procedures, benefits, and weaknesses.

1667. ——— *Student Personnel Services in Higher Education.* New York: McGraw–Hill Book Co., 1953. x,352 p. (*Author:* See No. 1666.)

"This book is addressed to all faculty members of institutions of higher learning with the belief that their basic concern and interest is the individual student. The organized services described in the book take the time, the effort, and the ingenuity of specialized personnel workers, but all faculty members should have some understanding of these services." Reviews by W. P. Sears, *Educ.*, 74: 465, April 1954; by E. I. F. Williams, *Educ. Forum*, 19: 117, Nov. 1954; by W. F. Johnson, *Educ. Outlook*, 28: 121–122, March 1954; by F. McKinney, *Jour. Consult. Psych.*, 19:75, Feb. 1955, and by A. C. Abrahamson, *Jour. Higher Educ.*, 26: 169–170, March 1955.

1668. Arjona, Adoración Quijano. *An Experimental Study of the Adjustment Problems of a Group of Foreign Graduate Students and a Group of American Graduate Students at Indiana University.* Bloomington: Indiana University, 1956. 164 p. Abstract in *Diss. Abstracts*, 16: 1838, Oct. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses on Mooney Problem Check List by 50 foreign and 50 American graduate students, and personal interviews with some of them. Major conclusion: "Foreign students seem to have more problems than do American students in each of the four major areas of adjustment—the personal, emotional, social, and academic." Gives detailed analysis of the different types of problems.

1669. Blaesser, Willard William. *The Contributions of the American Council on Education to Student Personnel Work in Higher Education.* Washington: George Washington University, 1953. Abstract in the George Washington University, *Summaries of Doctoral Dissertations*, 1953, p. 103–111.

Unpublished doctoral dissertation (Ed. D.). Traces development since founding of the Council in 1918, stressing especially work of various committees and commissions in the student personnel field.

1670. Brooks, Thomas Edward. *The Inception and Development of Student Personnel Services at Tuskegee Institute.* Bloomington: Indiana University, 1955. 220 p. Abstract in *Diss. Abstracts*, 1955: 2447, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.) Covers period from 1881 to 1953 under first three presidents of the Institute. "Restricted to a description of the emergence and development of the 12 student personnel services of Tuskegee Institute which are listed by the American College Personnel Association as essential to a sound personnel program in higher education."

1671. Brown, James I. *Explorations in College Reading.* Boston: D. C. Heath & Co., 1959. viii,248 p. (*Author:* Faculty member, University of Minnesota.)

"The 44 essays in this collection of readings were chosen to serve a twofold purpose—to provide the student with worthwhile models of good writing, and to provide a range and selection of writing useful in promoting effective readings." Arranged in groups of 3 to 6 extracts each under following headings: Setting Your Course, Sharpening Your Tools, The Role of Education, Words and Their Ways, Thinking to a Purpose, Personalities, The Opposite Sex, Scientific Explanation, Man and the Arts, Man in Society.

1672. Buckton, LaVerne. Services of the ERB Provided for Member Institutions on the College Level. In *Vital Issues in Education* (Report of the 21st Educational Conference of the Educational Records Bureau, 1956, Arthur E. Traxler, *ed.*), p. 101–106. (*Author:* Professor of Education, Brooklyn College, New York.)

Reports the variety of publications and services available from the Educational Records Bureau in field of test scoring and interpretation. In one year the Bureau scored 600,000 tests for colleges and universities.

1673. Bunch, Arvil Newton. *An Evaluation of the Guidance Programs in Nine Selected Colleges.* College Park: University of Maryland, 1950. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1952, p. 40.

Unpublished doctoral dissertation (Ph. D.). Examines effectiveness of guidance programs in nine Seventh-Day Adventist Colleges in the United States. Based on questionnaire responses from college officials and from 1,606 juniors and seniors in the colleges studied.

1674. Byrne, *Rev.* John T. *A Study of Student Problems in Catholic Men's Colleges.* Washington: Catholic University of America Press, 1957. xi,116 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 1,603 men students in eight institutions in eight States. Considers vocational, moral, financial, family life, personality adjustment, religious, and health problems. Special consideration of relation of students to consultants. Bibliography, 81 titles.

1675. Carr, James Francis. *The Problem Areas of a Selected Group of Students at Florida State University as Indicated by the Mooney Problem Check List.* Tallahassee: Florida State University, 1955. 202 p. Abstract in *Diss. Abstracts*, 15: 1524–1525, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 300 undergraduates at the University in 1952, divided into two groups, those in upper 10 percent as shown by grades and scores on American Council on Education Psychological Examinations, and those in lowest 10 percent by same measures. Purpose: "To evolve conclusions from the findings which will make it possible to work more intelligently with the problems of superior and inferior students." Major problems are identified in each of the areas of the Mooney Check List.

1676. Cieslak, Edward Charnwood. *A Study of Administrative and Guidance Practices for Students From Abroad in Representative Collegiate Institutions of the United States.* Detroit, Mich.: Wayne University, 1954. 391 p. Abstract in *Diss. Abstracts*, 14: 944–945, June 1954.

Unpublished doctoral dissertation (Ed. D.). "The increasing numbers of foreign students that have been coming to the United States (in absolute numbers and in distribution) have sharpened the problems of organization, administration, objectives, and counseling attendant upon their presence in American colleges and universities." Based on questionnaire responses from 122 colleges and universities, and from 354 foreign students enrolled in them. Two conclusions: "There is real need for greater coordination and direction of community groups and resources as they relate to foreign students. . . . There is need for a realistic appraisal of the effects of an education in America after foreign students return home."

1677. Coulson, Roger Wayne. *Relationships Among Personality Traits, Ability, and Academic Efficiency of College Seniors.* Iowa City: State University of Iowa, 1958. 120 p. Abstract in *Diss. Abstracts*, 19: 1647–1648, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 180 seniors in the five undergraduate colleges of Butler University, Indiana.

1678. Cowley, William H. Student Personnel Services in Retrospect and Prospect. *Sch. & Soc.*, 85: 19–22, Jan. 19, 1957. (*Author:* Professor of Higher Education, Stanford University.)

Proposes that National Association of Student Personnel Administrators, "in cooperation with any or all of the other 15 in existence which care to join, undertake the establishment of an agency to serve all higher educational personnel workers."

1679. Cox, John Elmer. *A Study of Freshman Orientation Programs in Liberal Arts Colleges in Texas.* Greeley: Colorado State College of Education, 1950. 104 p. Abstract in the Colorado State College of Education, *Abstracts of*

Field Studies for the Degree of Doctor of Education, vol. 12, 1951, p. 40–44.

Unpublished doctoral dissertation (Ed. D.). Based on a variety of information from 24 colleges, including checklists from 577 freshmen in the cooperating colleges. Finds that 92 percent of the liberal arts colleges have some type of freshman orientation.

1680. Cunninggim, Margaret Louise. *Dormitory Counseling Programs in Selected Colleges and Universities Which Utilize Undergraduate Women Counselors.* Evanston, Ill.: Northwestern University, 1958. 221 p. Abstract in *Diss. Abstracts*, 19: 1265, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). "The three-fold purpose of the study was to determine the extent of the practice, to examine various aspects of the administration of residence hall counseling programs in which undergraduate counselors participate, and to appraise the effectiveness of such programs." Based on questionnaire responses from 84 institutions and personal visits to 15 of them.

1681. Daughtrey, John Patrick. *An Analysis of Student and Faculty Reaction to Student Personnel Services at the University of Florida.* Gainesville: University of Florida, 1953. 210 p. Abstract in *Diss. Abstracts*, 14: 786, May 1954. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1953, p. 30–37.

Unpublished doctoral dissertation (Ed. D.). "The findings showed student reaction favorable toward the present program of personnel services, with marked intergroup differences. Faculty reactions were also favorable, but less positive than that of the students."

1682. Eastwood, Charles Shirley. *An Examination and Analysis of the Resident Counseling Program for Freshmen Men at Northwestern University.* Evanston, Ill.: Northwestern University, 1956. 112 p. Abstract in *Diss. Abstracts*, 16: 2381–2382, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on data secured from 454 men who lived in freshman residence halls and from their nine resident counselors by means of questionnaires and Mooney Problem Check List.

1683. Faul, George Johnson. *Organization of Student Personnel Services in a Community College.* Stanford, Calif.: Stanford University, 1954. 269 p. Abstract in *Diss. Abstracts*, 14: 1630, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "This study examines the problem of student personnel services in a new community college—West Contra Costa Junior College. No precedent in community or junior college organization was available to serve as a guide for this new school." Conclusion: "All of the services that affect the welfare of students must be brought into close coordination. . . . Without such a team approach, considerable effort and efficiency would be lost."

1684. Feder, Daniel Dunn; Bishop, Joan Fiss; Dysinger, Wendell S.; *and* Jones, Leona Wise. *The Administration of Student Personnel Programs in American Colleges and Universities.* Washington: American Council on Education, 1958. vii,47 p.

Discusses functions, operation, staffing, and evaluation of different phases of college personnel programs, including records, counseling, health service, housing, food service, student activities, financial aid, placement, discipline, and special clinics.

1685. Finley, Thomas McClure. *The Scope and Effectiveness of the Student Personnel Services of the Junior Colleges of Pennsylvania.* Pittsburgh, Pa.: University of Pittsburgh, 1958. 174 p. Abstract in *Diss. Abstracts*, 19: 1268–1269, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from administrators of 21 institutions and from 993 students in the junior colleges of Pennsylvania. Summarizes 10 phases of student personnel services as reported by administrators and students.

1686. Form, Arnold Lincoln. *Student Attitudes Toward Counselors and the Counseling Center at Michigan State College.* East Lansing: Michigan State College, 1952. 372 p. Abstract in *Diss., Abstracts*, 12: 720–721, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of data supplied by 544 students "selected by a proportional stratified sampling technique." Results: "Approximately 84 percent of the sample strongly endorsed the Center. . . . Generally older students, upper-classmen, veterans, and married students had slightly more unfavorable attitudes toward counselors and the Center."

1687. Garrison, Roger H. *The Adventure of Learning in College: An Undergraduate Guide to Productive Study.* New York: Harper & Bros., 1959. xii, 270 p. (*Author:* Instructor in English, Briarcliff College, New York.)

Intended to provide young adults with a useful and inspirational guide to the aims, problems, and expectations of higher education.

1688. Gex, R. Stanley. How the College Teacher and the Student Personnel Worker Can Cooperate Effectively. *Jour. Teach. Educ.*, 10: 94–96, March 1959. (*Author:* Dean of Teacher Education, Eastern Michigan College.)

"Both the professor and the personnel worker have much to offer toward the attainment of the objectives of higher education." Illustrates by case study of a student at Eastern Michigan College, and states five implications of the study.

1689. Glazer, Stanford Howard. *Development of Michigan College Counseling Programs, 1940–1950.* Detroit, Mich.: Wayne University, 1954. 160 p. Abstract in *Diss. Abstracts*, 14: 1993, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Historical study based on development in 23 Michigan colleges and universities accredited by the North Central Association.

1690. Gordon, Ira J. Guidance Training for College Faculty. *Jour. Nat. Assoc. Deans Women*, 16: 69–76, Jan. 1953. (*Author:* Faculty member, University of Maryland.)

Gives suggestions regarding many aspects of the interpersonal relationships involved in developing a guidance point of view among the members of a college faculty. Bibliography, 15 titles.

1691. Hage, Robert Silvers. *A Revision of the Rackham Student Personnel Services Inventory.* Iowa City: State University of Iowa, 1957. 200 p. Abstract in *Diss. Abstracts*, 18: 119, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Describes process, based on experimental work at 19 Kansas colleges, of reducing the Inventory from 848 to 328 items and simplifying the scoring system. Resultant form correlated 0.96 with original.

1692. Hanson, Ernest Edward. *A Study of the Structural Organization of Student Personnel Services in Certain State Colleges and Universities.* East Lansing: Michigan State College, 1952. 184 p. Abstract in *Diss. Abstracts*, 12: 723–724, No. 5, 1952.

Unpublished doctoral dissertation (Ed. D.). Based on study of institutions with enrollments of less than 5,000 students. Answers five major questions: "(1) In what proportion of state colleges and universities is there a coordinated program of student personnel services? (2) Who is responsible for its direction? (3) What student personnel services are provided? (4) For which functions are those concerned with student personnel services responsible? and (5) What techniques are being used to coordinate the various elements of a student personnel program?"

1693. Hardee, Melvene Draheim. *The Faculty in College Counseling.* New York: McGraw–Hill Book Co., 1959. xi, 391 p. (*Author:* Coordinator of Counseling, Florida State University.)

"As an idea, faculty counseling is not altogether new, but the *coordination* of the work of faculty members who counsel with other aspects of counseling *is* relatively new." Designed for use of college and university administrators, college counselors, and faculty members. Bibliography, 126 books, 271 periodical references, and 31 other references.

1694. Henry, Nelson B., *ed.* *Personnel Services in Education.* (The 58th Yearbook of the National Society for the Study of Education.) Chicago: University of Chicago Press, 1959. xi,303,xcvii p. (*Author:* Professor of Education, University of Chicago.)

Prepared by the Society's Committee on Personnel Services in Education, Melvine D. Hardee, chairman. Contains 11 chapters, of varied authorship, on many aspects of the field, some of them with brief bibliographies.

1695. Henze, Arthur Louis. *Relation of Parental Authoritarianism to the Adjustment of Home-Resident College Students.* Ann Arbor: University of Michigan, 1952. 205 p. Abstract in *Diss. Abstracts*, 12: 511–512, No. 4, 1952.

Unpublished doctoral dissertation (Ph. D.). Based on data reported voluntarily by 250 students at University of Toledo. Finds that poor adjustment on part of students is most clearly associated with authoritarian parents.

1696. Hopwood, Kathryn Louise. *Expectations of University Freshman*

Women. Columbus: Ohio State University, 1953. 139 p. Abstract in *Diss. Abstracts,* 19: 1652–1656, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Part of a study sponsored by a committee appointed by the President of the University to consider the problems of higher education as they affect women. Based on study of 67 freshman women living in a residence hall.

1697. JENSEN, VERN HARMON. *An Analysis and Comparison of the Adjustment Problems of Nonachieving College Students of Low Scholastic Ability and Other Groups of Achieving and Nonachieving Students.* Boulder: University of Colorado, 1957. 303 p. Abstract in *Diss. Abstracts,* 19: 70–71, July 1959.

Unpublished doctoral dissertation (Ed. D.). Based on group of tests and other data concerning 458 freshmen at Brigham Young University, 1955–56.

1698. JOHNSON, LYLE H. *Faculty Advising Practices of Western Colleges of Education.* Greeley: Colorado State College of Education, 1950. 163 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education,* vol. 12, 1951, p. 63–68.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from directors of student personnel, heads of departments, and student body presidents of 83 colleges of education west of Mississippi River.

1699. KAUFFMAN, JOSEPH FRANK. *A Study of Student Personnel Services as Found in Liberal Arts Colleges.* Boston: Boston University, 1958. 129 p. Abstract in *Diss. Abstracts,* 19: 1247–1248, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 186 accredited, privately controlled, liberal arts colleges, not affiliated with a university and having enrollments of less than 500 students each. Studies six main areas: orientation, housing services, health services, financial aid sources, counseling and student problems, and self-government.

1700. KOILE, EARL A. Faculty Counseling in Colleges and Universities. *Teach. Coll. Record,* 55: 384–389, April 1954. (*Author:* Professor of Counseling Psychology, East Texas State College.)

"Faculty participation in college and university counseling activities continues to increase as faculty advising programs multiply." Discusses some of the unsatisfactory conditions in many institutions and steps being taken to improve them. Conclusion: "The faculty counseling program may become a major educational vehicle by which the college will serve its students individually during the latter half of this century."

1701. LANDRUS, WILFRED MASON. *An Historical Study of the Organization and Development of Student Personnel Services at the State College of Washington.* Pullman: State College of Washington, 1956. 313 p. Abstract in *Diss. Abstracts,* 17: 781–782, April 1957.

Unpublished doctoral dissertation (Ed. D.). Covers period from organization of the institution in 1891 to 1951. Includes as background material chapter on history of student personnel work in other colleges and universities.

1702. LAPIDUS, GEORGE. *A Comparison of Education and Non-Education Students With Respect to Their Choice of Vocational Objectives.* New York: New York University, 1955. 234 p. Abstract in *Diss. Abstracts,* 15: 1794, Oct. 1955.

Unpublished doctoral dissertation (Ph. D.). Involves comparisons between education and non-education students with respect to scholarship, interests, personality, and socio-economic background. Based on study of 650 students, approximately half of the June 1953 graduating class of Brooklyn College, with comparable representation from the 20 departments of the College.

1703. LEONARD, EUGENIE ANDRUSS. *Origins of Personnel Services in American Higher Education.* Minneapolis: University of Minnesota Press, 1956. 146 p. (*Author:* Professor of Education, Catholic University of America.)

Contains four chapters. I. The Colonial Period, 1630–1780. II. The Early Federal Period, 1780–1812. III. The Years of Expansion, 1812–1862. IV. The Evolution of Personnel Services. Bibliography, 260 titles.

1704. LEWIS, CHARLES LEONARD. *Possible Determinants and Outcomes of the Orientation Program at the University of Minnesota.* Minneapolis: University of Minnesota, 1955. 269 p. Abstract in *Diss. Abstracts,* 16: 283–284, Feb. 1956.

Unpublished doctoral dissertation (Ph. D.). Study of groups of students in two colleges of the University, one of which entered with a 2-day orientation-registration program, the other without this program. Major conclusions: "(a) Oriented students tend to continue University of Minnesota registration longer than the non-oriented students. (b) There are no differences in the use of personnel services by the two populations. (c) Oriented students tend to participate in activities more frequently than non-oriented students."

1705. Lloyd-Jones, Esther, *and* Smith, Margaret Ruth, *eds.* *Student Personnel Work as Deeper Teaching.* New York: Harper & Bros., 1954. v,361 p. (*Authors:* Professor of Education, Teachers College, Columbia University; (2) Assistant Professor of Education, Wayne University, Michigan.)

Volume of composite authorship with 26 contributors writing on many phases of student entrance and campus life. Chapter bibliographies. Reviews by L. B. Morrill, *Assoc. Amer. Coll. Bull.*, 40: 288–289, May 1954; by M. Habein, *Coll. & Univ.*, 30: 86–87, Oct. 1954; by E. I. F. Williams, *Educ. Forum.*, 19: 117–118, Nov. 1954; by E. G. Williamson, *Jour. Higher Educ.*, 25: 395–397, Oct. 1954; by E. C. Glanz, *Jun. Coll. Jour.*, 25: 121–122, Oct. 1954; by C. A. Ullman, *Pers. & Guid. Jour.*, 33: 52, Sept. 1954; by M. R. Brown, *Sch. Review*, 63: 59–60, Jan. 1955; by L. Price, *Scien. Month.*, 80: 137, Feb. 1955; and by W. M. Wise, *Teach. Coll Record*, 56: 52–53, Oct. 1954.

1706. Lougheed, Virgil Robert. *A Study of Administration, Counseling, and Social Practices Affecting Foreign Students at an Urban University.* Detroit, Mich.: Wayne University, 1956. 309 p. Abstract in *Diss. Abstracts*, 16: 1625, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on responses to 36-item questionnaire by 161 foreign students at Wayne University. Deals with problems of housing, finances, health, extracurricular activities, community contacts, and home visits. Considers administrative and counseling responsibilities of Foreign Student Adviser.

1707. McDiffert, Kenneth Edward. *An Analysis of Selected Characteristics, With Particular Reference to the Educational and Vocational Plans of Indiana University Freshmen.* Bloomington: Indiana University, 1957. 180 p. Abstract in *Diss. Abstracts*, 18: 474–475, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 466 students (men, 248; women, 218), comprising a 30 percent random sample of dormitory freshmen at the university in September 1955. States 14 major findings.

1708. McKinney, Frederick J. D. *The Guidance Program in Selected Negro Institutions for Higher Education.* Bloomington: Indiana University, 1953. 219 p. Abstract in *Diss. Abstracts*, 14: 272, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 37 institutions in southern States. "It was felt that the evidence gathered would aid college administrators in setting up a guidance program, aid in the expansion and improvement of current programs . . ."

1709. Miller, Eleanor P. Nonacademic Changes in College Students. *Educ. Record*, 40: 118–122, April 1959. (*Author:* Professor of Psychology, Illinois College.)

Based on analysis of a battery of clinical tests given to 50 freshmen entering Illinois College in 1954 and repetition of same tests to all of them who graduated in 1958. Resultant data cause some doubt regarding some of the conclusions of Jacob's Study *Changing Values in College* (No. 2338). "Our investigation at Illinois College is only a pilot study, but we could use such measures with selected freshmen as a guide toward making those changes we consider desirable."

1710. Mueller, Kate Hevner. Criteria for Evaluating Professional Status. *Pers. & Guid. Jour.*, 37: 410–417, Feb. 1959. (*Author:* Professor of Education, Indiana University.)

"For professional efficiency, security, and prestige, it seems necessary to revise the present broad statements of purposes in three directions: First, to differentiate them from educational objectives in general; second, to reduce their unjustifiable pretentiousness; and third, to bring them into better alignment with the training and skills of the individual practitioners."

1711. Nelson, A. Gordon. The College Teacher as a Counselor. *Educ. Forum*, 18: 349–357, March 1954. (*Author:* Associate Professor of Educational and Vocational Guidance, Cornell University, New York.)

"The counseling of students by faculty members is not a recent innovation in higher education in America. In early collegiate institutions in this country, the function variously called counseling or guidance or student personnel service was an undifferentiated, inherent component of a teacher's work." Considers what counseling responsibilities a modern college teacher should have, how his effectiveness can be evaluated, and how faculty counseling programs can be improved.

1712. Nereson, Oberlin B. *The Evaluation of College Student Personnel Programs by Faculty and Specialists.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1956, p. 390–391.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this investigation was to evaluate the student personnel program in six California state colleges by two methods . . . One method involved the judgments of the faculty concerning the importance and effectiveness of the student personnel practices; the other was based on a rating of the student personnel services by a committee of student personnel specialists." Found "substantial differences" between judgments of the two groups. Concludes that "there is a need to improve the effectiveness of most of the services."

1713. Nevison, Myrne Burdette. *Differing Perceptions of Residence Counseling.* Minneapolis: University of Minnesota, 1957. 234 p. Abstract in *Diss. Abstracts*, 18: 153, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). "This study provides a comparison of women students and their residence counselors with respect to what they consider important for a residence counselor to do and the personality traits they believe she should have to function effectively." Based on students in two large dormitories at University of Minnesota and their half-time residence counselors. The students and their counselors rated 28 job functions and 28 personality traits and their importance.

1714. Norem, Grant M. Faculty Organization for Counseling in a Small College. *Peabody Jour. Educ.*, 29: 42–47, July 1951. (*Author:* Faculty member, North Dakota State Teachers College, Minot.)

"It is the purpose of this article to present a flexible, basal plan of organization for counseling which represents sound present-day experience that can be adapted to the needs of the small college."

1715. Oldenburg, Richard Charles. *A Descriptive Analysis of the Methods Utilized in Problems of Student Discipline Among the Colleges and Universities of the Ivy League.* Ithaca, N.Y.: Cornell University, 1957. 182 p. Abstract in *Diss. Abstracts*, 18: 907, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based upon historical materials and personal visits to each of the institutions involved.

1716. Orwig, James Preston. *An Examination of Problems Relating to Value Judgment as Expressed by a Selected Group of Basic College Students.* East Lansing: Michigan State College, 1953. 230 p. Abstract in *Diss. Abstracts*, 14: 274–275, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To gain information concerning the types and frequency of problems students have relating to their value standards of truth, good, beauty, right, and religion, and to examine the sources in the college community where students feel they should receive help and where they feel they have received help relative to these problems." Based on 100-item questionnaire administered to 522 freshman and sophomore students of Briarcliff College and Michigan State College. Answers are analyzed by sex, class, scholastic ability, general academic area, frequency of church attendance, and occupation of father.

1717. Parrott, Leslie. *A Study of Student Personnel Services in Six Liberal Arts Church Colleges.* East Lansing: Michigan State University, 1958. 227 p. Abstract in *Diss. Abstracts*, 20: 189–190, July 1959.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To study the student personnel services in the six liberal arts colleges of the Church of the Nazarene. This was done from three aspects: (1) The perceptions of the administrators concerning the available student personnel services, (2) the perceptions of the students and faculty concerning the available student personnel services, and (3) the students' own perception of their problems."

1718. Perkins, Harold William. *A Proposed Pre-College Counseling Program for Larger Colleges and Universities in the United States.* University Park: Pennsylvania State University, 1957. 148 p. Abstract in *Diss. Abstracts*, 17: 1011–1012, May 1957.

Unpublished doctoral dissertation (Ed. D.). Administrators of 104 large institutions were asked to report on their precollege practices and materials. Found that 45 of them had organized precollege counseling programs, of which 27 cooperated in a more thorough final study.

1719. Phelps, Reginald H. Problems of Foreign Students. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1955, p. 88–108.

Report of the Committee on Foreign Students, by its chairman. Considers perennial problems, financing of foreign students, publications, evaluation of credentials, and English-language competence. Includes 6-page discussion.

1720. Powell, Frank Vavasor. *A Comparison Between the Vocation Interest Patterns of Students in Five Colleges of a State University.* Madison: University of Wisconsin, 1955. 168 p. Abstract in *Diss. Abstracts*, 15: 2471–2472, Dec. 1955.

Unpublished doctoral dissertation (Ph. D.). Based on scores made by 317 students at University of Wisconsin in Colleges of Letters and Science, Education, Engineering, Agriculture, and Commerce, on Strong's Vocational Interest Blank. Conclusion: "Counselors should continue to channel students toward areas of occupations rather than toward specific occupations. Futhermore, the Strong Vocational Interest Blank should probably be revalidated for each particular university student body."

1721. Pultz, Frederick Dickinson. *The Signficance for Educational Guidance of the Data on the Application for Admission Form Used at the Ohio State University.* Columbus: Ohio State University, 1952. 87 p. Abstract in *Diss. Abstracts*, 18: 932–933, March 1958.

Unpublished doctoral dissertation (Ph. D.). Analyzes statistically, by factor analysis, information on application forms for 394 students who entered the University in 1947. Conclusion: "The Application for Admission Form does not contain information which has statistical significance for predicting achievement or persistence. . . . If the success of college training were measured in terms other than grades and persistence, then some of the factors extracted might have significance for guidance."

1722. Rackham, Eric Newton. *The Determination of Criteria for the Evaluation of Student Personnel Services in Institutions of Higher Learning.* Ann Arbor: University of Michigan, 1951. 586 p. Abstract in *Micro. Abstracts*, 11: 307–308, No. 2, 1951.

Unpublished doctoral dissertation (Ph. D.). Describes construction and characteristics of a 225-item scale, each item to be rated as done either *never, rarely, sometimes, usually,* or *invariably.* "The criteria here presented should aid in defining objectives and in evaluating outcomes."

1723. Rafferty, Keen. Mama, Stay Away From My Door. *AAUP Bull.*, 44: 439–443, June 1958. (*Author:* Professor of Journalism, University of New Mexico.)

"A relatively small number of parents, fathers as well as mothers, can cause more trouble for university teachers and administrators than the students do." Gives numerous instances, both serious and humorous.

1724. Raines, Max Reid. *The Role of the Part-Time Student Assistant in the Men's Residence Halls of the Big Ten Universities.* East Lansing: Michigan State College, 1952. 402 p. Abstract in *Diss. Abstracts*, 13: 344, No. 3, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire listing 36 tentative functions of the student assistant. Makes recommendations to reduce conflicts found and to make work of the student assistant more effective and in keeping with his qualifications.

1725. Redensky, Louis W. How Can College Instructors Assist in the College Guidance Program? *Educ. Adm. & Sup.*, 39: 45–50, Jan. 1953. (*Author:* Faculty member, Michigan State College.)

Lists 12 functions in the field of guidance for which "the instructional staff could assume some responsibility." Conclusion: "The specific activities which college instructors could perform are not superlative but are commonplace activities which could easily be incorporated in the general college program." Bibliography, three titles.

1726. Reeves, Dorothy Mae. *A Survey to Ascertain How Widely Job-Getting Techniques Are Presented by Colleges and Universities, the Manner of Presentation, and Reactions to Them.* New York: New York University, 1957. 392 p. Abstract in *Diss. Abstracts*, 18: 894, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 775 institutions, of which 426 indicated substantial assistance, 349 little assistance.

1727. Rodgers, Leland Thorpe. *Characteristics of Junior College Women Having Personnel Problems Hindering Adjustment.* Columbia: University of Missouri, 1954. 467 p. Abstract in *Diss. Abstracts*, 15: 87–88, Jan. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on detailed records of women at Stephens College who required the help of the Psychological Counseling Service of the College, compared with a control group of women who succeeded without special help. Numbers of students involved not stated in abstract.

1728. Rogers, *Sister* Mary Elaine. *The Attitude of College Sophomores and Seniors Toward Counseling Procedure With Reference to Certain Personality Factors and Personal Problem Frequency.* St. Louis, Mo.: St. Louis University, 1957. 165 p. Abstract in *Diss. Abstracts*, 18: 503–504, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on administration of three tests to "a random population of 2,020 college sophomores and senior men and women" in both public and private institutions.

1729. Schortt, James Davis, Jr. *Appraisal of the Counseling Facilities in the College of Literature, Science, and the Arts, University of Michigan.* Ann Arbor: University of Michigan, 1955. 168 p. Abstract in *Diss. Abstract*, 15: 1555–1556, Sept. 1955.

Unpublished doctoral dissertation (Ph. D.). Reports judgments of a 4 percent random sampling of entire student population and total counselor population of the University on various factors and compares the judgments of the two groups.

1730. Schwebel, Milton. The Faculty and the Guidance Program. *Occupations*, 28: 364–369, March 1950. (*Author:* Faculty member, School of Education, New York University.)

"This study has two purposes: (1) to learn the attitudes of college teachers to a guidance program, (2) to test for correlates of positive attitudes to guidance." Based on questionnaire responses from 37 members of a faculty of 70 members "in a college which had been in operation one academic year." Bibliography, seven titles.

1731. Shaffer, Robert H. Effect of Large Enrollments on Student Personnel Services. *Pers. & Guid. Jour.*, 37: 626–632, May 1959. (*Author:* Dean of Students, Indiana University.)

Based on visits of one week each to following universities: Iowa, Minnesota, Michigan, Illinois, Wisconsin, California (Berkeley), Texas, and Ohio State. Discusses precounseling practices, selection and admission, orientation precedures, counseling and advisory system, extracurricular activities, housing, financial aids, automobiles ("an annoying and time-consuming problem on many campuses"), and records. Conclusion: "The basic problem involved in the administration of these services on the large campues is one primarily of effective communication, not administrative organization itself."

1732. Shannon, Ernest Boyd. *Personnel Services Extended to Students of Selected Church-Related Colleges in Solving Their Problems.* Norman: University of Oklahoma, 1955. 251 p. Abstract in *Diss. Abstracts*, 15: 2135, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to 12 selected colleges with combined enrollments of 8,243. Problems of students were found to fall into six general areas. "The results of this investigation, supplemented by a search of the literature, failed to indicate any appreciable difference between the problems of students in church-related colleges and those of students in other institutions."

1733. Sponberg, Harold Eugene. *A Study of the Organization and Administration of the Teacher Placement Services in Ten Selected Universities.* East Lansing: Michigan State College, 1952. 197 p. Abstract in *Diss. Abstracts*, 14: 487, March 1954.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to each institution. Purpose: "To determine those placement procedures that appeared to be educationally sound and functionally effective, and to recommend those which appeared to be worthwhile and desirable."

1734. Strang, Ruth. Personnel Research: Theory and Practice. *Jour. Nat. Assoc. Women's Deans & Couns.*, 22: 161–171, June 1959. (*Author:* Professor of Education, Teachers College, Columbia University.)

Answers following questions: "What research methods have been used in other fields? What are the major trends of research applicable to our fields? What is a sound theoretical framework for our research studies? How can research aid us? What are its limitations? How can we keep up with research findings? What can we contribute to research in personnel work?" Bibliography, 12 titles.

1735. Stroup, Herbert. The College Teacher as Counselor. *Sch. & Soc.*, 85: 120–122, April 14, 1957. (*Author:* Dean of Students, Brooklyn College, New York.)

"The college instructor who worships at the leaden calf of scholarship divorced from social responsibility can hardly be expected to understand fully his role as counselor of students. . . . Fortunately a small but growing group of educators is increasingly showing concern and some understanding for the counseling responsibility of college instructors. . . . Teaching and counseling at many points are very close to each other."

1736. Sylar, James Andrew. *An Experimental Study to Determine the Effectiveness of the Freshman Orientation Lectures at the Arkansas State Teachers College.* Bloomington: Indiana University, 1956. 162 p. Abstract in *Diss. Abstracts*, 17: 1697, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). The Mooney Problem Check List was administered twice to all entering freshmen, before and again after the orientation lectures. Half of the students attended the lectures, constituting the experimental group; half did not, constituting the control group. Result: "Both men and women in the experimental group showed greater percentages of reduction in specific problems after having attended the orientation lectures than did members in the control group."

1737. Tead, Ordway. Integrating Personnel and Teaching Functions in College. *Educ. Forum*, 17: 401–411, May 1953. (*Author:* Chairman, Board of Higher Education, New York City.)

Urges closer cooperation between instructional and counseling functions among instructors in higher education.

1738. Thompson, Charles H. *A Survey of Orientation Practices in Selected Colleges and Universities in the United States With Implications for the University of Wyoming.* East Lansing: Michigan State College, 1954. 187 p. Abstract in *Diss. Abstracts*, 14: 783, May 1954.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 123 colleges of 2,000 to 5,000 enrollment (comparable in size to University of Wyoming); also on questionnaire responses from 750 high school seniors who planned to enter the University of Wyoming, and from 500 freshmen at the University, more than 85 percent of the entering class. "Suggested improvements for the present orientation program at the University of Wyoming include more emphasis on pre-enrollment orientation, greater participation by students in organization of orientation, extension of the orientation program through the first year of college, and continuation of evaluation and study of orientation."

1739. Tingey, Dale Thomas. *A Study of the Guidance Problems of Washington Junior College Students Transferring to the State Four-Year Institutions of Washington.* Pullman: State College of Washington, 1957. 227 p. Abstract in *Diss. Abstracts*, 18: 125–126, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on interviews with personnel officers and registrars in [illegible]0 junior colleges and five senior colleges in the State and questionnaire responses from 580 former junior college students enrolled in the five senior colleges. None of the senior colleges provided an orientation program for transfer students. Need for such a program clearly indicated.

1740. Tolle, Donald James. *Identification of Troublesome Problems Affecting St. Petersburg Junior College Students With Implications for Guidance Program Improvement.* Tallahassee: Florida State University, 1957. 228 p. Abstract in *Diss. Abstracts*, 17: 1262, June 1957.

Unpublished doctoral dissertation (Ed. D.). Based on use of Mooney Problem Check List with 519 students and 24 faculty members.

1741. Torrance, Ellis Paul. *Self-Concepts and Their Significance in the Learning and Adjustment of College Freshmen.* Ann Arbor: University of Michigan, 1951. 444 p. Abstract in *Micro. Abstracts*, 11: 607–609, No. 3, 1951.

Unpublished doctoral dissertation (Ph. D.). Based on study of 1,215 entering freshmen at Kansas State College in 1949. "This is a study of the ability of entering college freshmen to evaluate their scholastic aptitudes, achievement in English and reading, and vocational interests. It examines changes occurring in these self-evaluations during the course of a five-day orientation program."

1742. Townsend, Agatha. *College Freshmen Speak Out.* New York: Harper & Bros., 1956. x,136 p. (*Author:* Consultant, Education Records Bureau.)

Prepared for the Committee on School and College Relations of the Educational Records Bureau. Based on questionnaire responses from 470 freshmen (209 men, 261 women) in 27 colleges. Text of questionnaire and names of institutions are given. Deals with various questions of academic and personal adjustments to college life. Review by J. M. Rhoads, *Coll. & Univ.* 32: 361–363, no. 3, 1957.

1743. TRUITT, JOHN WILLARD. *A Study of Student Disciplinary Programs in Ten Selected Universities.* East Lansing: Michigan State University, 1955. 201 p. Abstract in *Diss. Abstracts*, 15: 1537–1538, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "(1) To study the organization, administration, and operation of student disciplinary programs in 10 selected universities; (2) to compare these programs; (3) to determine those disciplinary procedures that appeared to be educationally sound and functionally effective; and (4) to recommend those procedures that appeared to be worthwhile and desirable."

1744. WALTHALL, NANCY. *A Study of the Effectiveness of the Resident Counselor in the Adjustment of a Selected Group of Freshman Women.* Evanston, Ill.: Northwestern University, 1957. 267 p. Abstract in *Diss. Abstracts*, 17: 2944, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of "103 freshman girls living in a dormitory some distance from the campus of a midwestern university," with three counselors, two graduate students, and one senior. Problems of the girls were studied by use of Mooney Problem Check List. "The strongest implication from the study was the need for better screening of resident counselors, particularly in respect to personality and basic attitudes."

1745. WILLIAMS, CHARLES CURREN. *An Experimental Study to Determine the Effectiveness of the Freshman Orientation Course at North Texas State College.* Bloomington: Indiana University, 1958. 127 p. Abstract in *Diss. Abstracts*, 19: 3241–3242, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on comparisons of 150 students at North Texas State College and East Texas State Teachers College involving use of Mooney Problem Check List and other data.

1746. WOOLF, LEE. *A Comparison of Attitudes of Students and Staff Members in the Freshman Orientation Programs of Three Large Universities.* Gainesville: University of Florida, 1956. 207 p. Abstract in *Diss. Abstracts*, 16: 2355, Dec. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 156–162.

Unpublished doctoral dissertation (Ed. D.). Based on study of conditions at University of Florida, Florida State University, and University of Miami. Opinions were secured through questionnaire and personal interviews. Survey was also made of practices in other universities with enrollments of 5,000 or more students.

1747. WRENN, C. GILBERT. *Student Personnel Work in College, With Emphasis on Counseling and Group Experiences.* New York: Ronald Press, 1951. ix,589 p. (*Author:* Professor of Educational Psychology, University of Minnesota.)

Consists of 17 chapters in five parts: I. Basis of Student Personnel Work. II. Counseling Services. III. Group Experiences. IV. Further Student Personnel Services. V. Significant Areas of General Institutional Administration. Appendix contains various illustrative campus forms and reports, an extensive evaluation form for evaluating each of 14 student personnel services, and "Suggestions on Personnel Programs Made to College and University Administrators." Latter consists of selected quotations from reports made by the author to administrators of 25 colleges to which he had acted as special consultant on student personnel problems. Bibliography, 94 titles; also chapter bibliographies, many of them annotated. Reviews by E. A. Leonard, *Cath. Educ. Review*, 49; 708–709, Dec. 1951; by M. Habein, *Coll. & Univ.*, 27: 313–315, Jan. 1952; by W. P. Sears, Jr., *Educ.*, 72: 157, Nov. 1951; by J. H. Rohrer, *Educ. & Psych. Meas.*, 12: 150–152, no. 1, 1952; by R. B. Cunliffe, *Educ. Forum*, 16: 370, March 1952; by E. S. Bordin, *Jour. Higher Educ.*, 24: 164–165, March 1953; by R. H. Shaffer, *Occupations*, 30: 66–67, Oct. 1951; and by J. B. Schwertman, *Sch. Review*, 59: 499, Nov. 1951.

See also Nos. 25, 44, 154, 187, 189, 201, 228, 232, 261, 270, 271, 272, 278, 279, 282, 286, 288, 289, 290, 297, 299, 374, 450, 471, 624, 824, 875, 926, 930, 933, 940, 941, 1146, 1578, 1591, 1592, 1594, 1595, 1598, 1599, 1623, 1756, 1767, 1789, 1835, 1848, 1857, 1868, 1928, 1941, 2024, 2110, 2126, 2127, 2217, 2276, 2338, 2519, 2533, 2553, 2557.

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1748. Ainsworth, Laban Linton. *An Exploratory Study of the Academic Achievement of Arab Students.* Austin: University of Texas, 1957. 140 p. Abstract in *Diss. Abstracts,* 17: 1702–1703, Aug. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of 50 undergraduate engineering students selected from the 148 Arab students attending the University of Texas, 1955–56.

1749. Anderson, William F., Jr. Attitudes of University Students Toward Cheating. *Jour. Educ. Research,* 50: 581–588, April 1957. (*Author:* Faculty member, Syracuse University, New York.)

Based on questionnaire concerning 28 behavioral situations administered to 505 students at University of Alabama. Conclusion: "In general the mean responses indicate that the students clearly discriminated among the twenty-eight situations labelled as cheating. Certain situations were ranked high in justification . . . . while a different group of situations were ranked low in justification."

1750. Baer, Jean Hitchcock. *A Study of Certain Selected Factors Related to the Persistence of Liberal Arts Students at the State University of Iowa.* Iowa City: State University of Iowa, 1958. 205 p. Abstract in *Diss. Abstracts,* 19: 1644–1645, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 909 freshmen entering the University in 1953, of whom 452 had graduated 4 years later or were still enrolled and 457 who were not enrolled and had not graduated. Former group analyzed according to six factors: high school grades, scores on placement tests, father's occupation, parental education, vocational choice, and number of years of education planned.

1751. Basilius, Harold. *College Graduates in Industry.* Detroit, Mich.: Wayne State University Press. 2nd edition. 1957. vi,47 p. (*Author:* Director of Humanities Program, Wayne State University.)

Based on personal interviews with 123 senior executives of 38 leading industrial firms in Detroit. Gives numerous detailed tables.

1752. Bergeron, Wilbur Lee. *An Analysis of the Relationship Between Selected Characteristics and Academic Success of Freshmen at the University of Arkansas.* Fayetteville: University of Arkansas, 1953. 214 p. Abstract in *Diss. Abstracts,* 13: 505, No. 4, 1953.

Unpublished doctoral dissertation (Ed. D.). Studies, primarily by correlation coefficients, relations of 12 factors for freshmen in 1950–51 and 1951–52. Most significant factor was high school cumulative grade-point ratio with correlations from 0.64 to 0.67.

1753. Blackwell, Thomas E. Does a Student Have a Legal Right to Earned Academic Credits? *Coll. & Univ. Bus.,* 20: 34–35, April 1956. (*Author:* Vice President and Treasurer, Washington University, Missouri.)

Reports various court decisions, some favorable some unfavorable, in Pennsylvania, Missouri, Nebraska, Montana, and Tennessee.

1754. Bliss, Eleanor A. Bryn Mawr Studies Its Ph.D.'s. *AAUW Jour.,* 48: 14–16, Oct. 1954. (*Author:* Dean, Graduate School, Bryn Mawr College, Pennsylvania.)

On 65th anniversary of granting of first Ph. D. by Bryn Mawr College, reports on many aspects of the careers of 366 alumnae holders of the doctorate, of whom 45 were known to be deceased. Based chiefly on questionnaire responses from 258 of them. "The first striking facts to emerge from the survey are the high record of professional employment, the predominance of college teaching as a profession, and the long term of service that is usual for these Ph. D.'s."

1755. Boyd, Joseph Don. *The Relative Prognostic Value of Selected Criteria in Predicting Beginning Academic Success at Northwestern University.* Evanston, Ill.: Northwestern University, 1955. 132 p. Abstract in *Diss. Abstracts,* 15: 1780, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on records of 1,426 beginning freshmen in 1952 and 1953 at the University. Studies relationships between 8 selected objective criteria and subsequent first quarter grades at the University.

1756. Boyer, Roscoe Allen. *A Study of the Academic Success of Undergraduate Students as Identified by Aptitude Test Profiles.* Bloomington: Indiana University, 1956. 171 p. Abstract in *Diss. Abstracts*, 17: 89–90, Jan. 1957.

Unpublished doctoral dissertation (Ph. D.). "This study was undertaken to investigate whether profiles of a college level orientation test battery could be used to aid counselors in the prediction of grades and major areas of concentration." Based on academic records of approximately 2,000 freshmen boys and 1,400 freshman girls at Indiana University, 1948 and 1950. Profiles studied are based on American Council on Education Psychological Examination and Cooperative English Test—Reading Examination.

1757. Breen, Lelwyn Clyde. *The Relation of Reading Ability to College Mortality of Certain Entering Freshmen at the University of Washington in the Year 1950–1951.* Seattle: University of Washington, 1953. 259 p. Abstract in *Diss. Abstracts*, 14: 483–484, March 1954.

Unpublished doctoral dissertation (Ph. D.). Studies relation of three reading test scores to college success, using all-university grades, average grades in 26 subject areas, and eight independent variables for 1914 freshmen at the University. Conclusion: "Students who are low in a specific reading skill, should be given training in that skill."

1758. Bromfield, Louis. The Shame of Our Colleges. *Esquire*, 39: 91–92,94, March 1953.

Says that the results in terms of genuine education which result from college experience in comparison with amount of time, money, and energy spent is appallingly weak and small, resulting in "tragic general ignorance."

1759. Bruce, William John. *The Contribution of Eleven Variables to the Program of Academic Success in Eight Areas at the University of Washington.* Seattle: University of Washington, 1953. 263 p. Abstract in *Diss. Abstracts*, 13: 505–506, no.4, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on records of 1,914 freshmen who entered the University in fall of 1950. Most important predictor variables for the university as a whole were found to be Reading Comprehension, High School Mathematics, and High School Electives. Numerous variations found for the seven subject-matter areas.

1760. Clark, Clarence Charles. *A Follow-Up of University of Oklahoma Graduates in Education, 1931–56.* Norman: University of Oklahoma, 1957. 164 p. Abstract in *Diss. Abstracts*, 18: 1345–1346, April 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of records of 134 individuals (Ed. D., 87 percent; Ph. D., 13 percent), and questionnaire responses from 90 of them. Median age at confering of the doctorate was 41 years, varying from 28 to 62 years. Sixty percent were employed in college positions.

1761. Cooper, Matthew Nathaniel. *To Determine the Nature and Significance, if Any, of Certain Differences in the Social and Personal Adjustment of Fifty-One Successful and and Fifty-One Non-Successful College Students at Texas Southern University.* New York: New York University, 1955. 233 p. Abstract in *Diss. Abstracts*, 16: 497, March 1956.

Unpublished doctoral dissertation (Ph. D.). The successful students were defined as those with grade-point average of at least one, the non-successful as having averages of less than one. Comparisons between the two groups made in nine factors, securing a multiple correlation coefficient of 0.56.

1762. Cope, William, Jr. *A Study of Selected Characteristics of the Drop-Outs at Dillard University.* Bloomington: Indiana University, 1958. 137 p. Abstract in *Diss. Abstracts*, 19: 3169–3170, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on study of records of 302 students, a random sample of 1,353 dropping out during a 10-year period, and on personal interviews with 10 percent of the group. Involves a detailed investigation of the drop-out as a high school student, as a college student, his educational training and plans after leaving college, employment status since withdrawal, and family background.

1763. Corley, Clifford Lee. *The Incidence of Certain Factors Relating to Drop-Outs From the 1948–52 Class at the University of Missouri.* Columbia: University of Missouri, 1954. 253 p. Abstract in *Diss. Abstracts*, 14: 1972, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Finds that of the group that began as freshmen in 1948, 31 percent had graduated, 12 percent were still in the University, 12 percent had transferred to other institutions, and 45 percent had dropped out of school by fall of 1952. Characteristics of this latter group and reasons for their dropping out analyzed in detail.

1764. Corvini, Rudolph. A Closer Look at College Recruiting. *Month. Labor Review*, 81: 373–375, April 1958. (*Author:* Associate Professor, Cornell University, New York.)

Based on questionnaire responses from placement officers in 46 colleges and universities, in an attempt to determine the effectiveness of college placement and industry recruitment efforts. Shows need for changes in some cases.

1765. Costar, James William. *Academic Adjustment of Selected Male Students Reported for Disciplinary Action at Michigan State University.* East Lansing: Michigan State University, 1959. 110 p. Abstract in *Diss. Abstracts*, 19: 3208, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 226 men at Michigan State University. Conclusion: "A majority of male students reported for disciplinary action have committed minor offenses which do not differ greatly from acceptable behavior."

1766. Crews, Graydon Talmadge. *Selected Factors in Relation to College Success for Science Majors at Oregon State College.* Corvallis: Oregon State College, 1957. 204 p. Abstract in *Diss. Abstracts*, 18: 145, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Compares 21 intellectual and nonintellectual factors with college success, based on analysis of the records of 326 graduates of the School of Science of Oregon State College, 1933 to 1953.

1767. Davidsen, Oluf Mejer. *Visiting Scandanavian Students at the University of Wisconsin, 1952–1954: A Study in Cross-Cultural Education.* Madison: University of Wisconsin, 1956. 263 p. Abstract in *Diss. Abstracts*, 16: 2381, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of academic and social adjustments and success of 40 students. "The data were obtained primarily through intensive interviews conducted at intervals during the students' stay. Each interview was recorded on tape and later transcribed into typewritten form." Conclusion: "In general the Scandanavian students' approach to the new environment was found to be practical and emotionally uninvolved. Their impressions of the American culture were highly differentiated and evaluated in a nonglobal fashion."

1768. Diener, Charles L. *A Comparison of Over-Achieving and Under-Achieving Students at the University of Arkansas.* Fayetteville: University of Arkansas, 1957. 67 p. Abstract in *Diss. Abstracts*, 17: 1692, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on study of 74 over-achieving and 64 under-achieving students for differences in scholastic aptitude, grade average, reading ability, mechanics of expression, high school marks, age, time spent in study, extra-curricular activities, work for pay, class attendance, and place of residence. Two groups also studied separately for each sex, 108 men and 30 women.

1769. Edwards, Troy Walter. *Student Drop-Out at Southern Illinois University.* Bloomington: Indiana University, 1954. 247 p. Abstract in *Diss. Abstracts*, 14: 1596–1597, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from more than 40 percent of the 692 students who entered as freshmen in 1949 but failed to graduate. Major resasons for dropping out summarized and recommendations made for improvement.

1770. Eells, Walter Crosby. Student Mortality in Junior Colleges. *Jun. Coll. Jour.*, 27: 132–137, Nov. 1956. (*Author:* Retired Professor of Education.)

"For every 100 freshmen enrolled in accredited junior colleges in the United States in 1954–55, only 45 sophomores were enrolled. Of these sophomores, less than half graduated. Thus it would appear that less than one-fourth of the students entering American junior colleges graduate from them. These striking facts . . . raise serious questions whether or not the junior college is serving American youth as satisfactorily as it should." For discussion by John Lombardi, see *Jun. Coll. Jour.*, 27: 308–309, Feb. 1957.

1771. Eilenberg, Jeanette H. A Survey of Attendance Regulations in American Colleges. *Sch. & Soc.*, 75: 329–332, May 24, 1952. (*Author:* Faculty member, Brooklyn College, New York.)

Based on responses to a 25-item questionnaire from 226 colleges and universities.

Gives full account of system used at Brooklyn College.

1772. Faunce, L. Dale. *A Study of Within-Term Male Drop-Outs at Michigan State College for the School Years 1947–1949.* East Lansing: Michigan State College, 1952. 139 p. Abstract in *Diss. Abstracts*, 13: 191–192, No. 2, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on official records and questionnaires sent to all male freshman and sophomore drop-outs at the College in 2 years.

1773. *First Jobs of College Women: Report of Women Graduates, Class of 1957.* Washington: Government Printing Office, 1959. (U.S. Department of Labor, Women's Bureau, Bulletin No. 266.) vi,44 p.

Based on questionnaires to 88,000 women graduates in winter of 1955-58. Reports average starting salary of $3,739 compared with $3,446 for June 1956 graduates, and $3,141 for 1955 graduates. Gives data on occupations, activities, and other features.

1774. Garrison, Lloyd Lee. *A Follow-Up Study of Doctoral Graduates in Education, University of Missouri.* Columbia: University of Missouri, 1951. 349 p. Abstract in *Micro. Abstracts*, 10: 568–570, No. 3, 1951.

Unpublished doctoral dissertation (Ed. D.). Based on records of 197 individuals who received the doctorate in education from 1916 to 1950, and questionnaire responses from 182 of them.

1775. Giles, LeRoy Hubert. *The Effectiveness of Certain Factors in Predicting Collegiate Success in the Selection of Out-of-State Freshmen at the University of Colorado, College of Arts and Sciences.* Boulder: University of Colorado, 1956. 291 p. Abstract in *Diss. Abstracts*, 17: 2478–2479, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on records of 616 out-of-State students at the University, 1950–1951. Analyzed possible value of 18 factors, 11 of which proved to be significant.

1776. Gleeson, George W. The Student's Background and College Teaching: An Engineer's Viewpoint. *Improv. Coll. & Univ. Teach.*, 1: 12–15, May 1953. (*Author:* Dean of Engineering, Oregon State College.)

"In the technical-professional college curricula, one person completes the requirements for a first degree out of every two who start. . . . If college teaching in technical areas is to be improved, such improvement must be measurable in either the quality or the quantity or both of the technical graduates." Presents and discusses 10 suggestions for improving the situation.

1777. Goble, Robert Irwin. *A Study of the Student Drop-Out Problem at Miami University.* Bloomington: Indiana University, 1956. 220 p. Abstract in *Diss. Abstracts*, 17: 61, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires or interviews and study of records of 163 freshmen of 1950 who failed to graduate, and data from 163 carefully matched students who did graduate in 1954. Of reasons given for withdrawal, military service for men and marriage for women were given most frequently. Six recommendations made for improvement of guidance services.

1778. Groesbeck, Edward George. *From Community College to University: Interrelations of Certain Adjustment Factors.* Ann Arbor: University of Michigan, 1954. 328 p. Abstract in *Diss. Abstracts*, 14: 1041–1042, July 1954.

Unpublished doctoral dissertation (Ph. D.). A study of 192 students who transferred from Michigan community or junior colleges to University of Michigan. Includes scholastic, social, and religious factors. Practically all received lower grades in first semester at the University but considerable recovery was made in later semesters. "They liked most of all the University's cosmopolitan yet friendly atmosphere, the great academic facilities, the cultural advantages, and the services of good instructors who were authorities in their fields."

1779. Hackler, Russell M. *The Nature, Extent, and Reasons for Withdrawals and Their Implications for University Services to Student Personnel.* Los Angeles: University of Southern California, 1952. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1952, p. 247–251.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,315 student withdrawals at the University of Southern California and data concerning them in registrar's office.

1780. Hanks, Charles Jerold. *A Comparative Study of Factors Related to Retention and Withdrawal of Freshman Students at the University of Arkansas.* Fayetteville: University of Arkansas, 1954. 192 p. Abstract in *Diss. Abstracts,* 14: 1171–1172, Aug. 1954.

Unpublished doctoral dissertation (Ed. D.). Analysis of reasons for withdrawal of 595 of 1,902 freshmen (31 percent mortality) at the University in three academic years, 1950–51 to 1952–53. "The reasons given most frequently for withdrawal were transfer to another school, entered military service, had financial difficulties, to enter employment, married, deficiencies in scholarship, lack of interest, personal and family difficulties, and wrong vocational objectives."

1781. Harris, Bernard B., *and* Schenk, Quentin F. Financial Need and College Scholarships. *Pers. & Guid. Jour.*, 37: 497–499, March 1959. (*Authors:* (1) Dean of Men, Wisconsin State College, Platteville; (2) Associate Professor, School of Social Work, University of Missouri.)

"This article reports some of the findings of this follow-up study which investigated a group of 86 applicants, half of whom received scholarships and half of whom did not receive them" at the University of Wisconsin.

1782. Harris, Kenneth Earl. *A Five-Year Occupational History of the 1947 Class of Stanford Graduates.* Stanford, Calif.: Stanford University, 1955. 259 p. Abstract in *Diss. Abstracts,* 15: 380–381, March 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 760 students comprising 66 percent of all baccalaureate graduates of the class of 1947.

1783. Haveman, Ernest *and* West, Patricia Salter. *They Went to College: The College Graduate in America Today.* New York: Harcourt, Brace & Co., 1952. 277 p.

An account of the college graduate in America—his opinions, politics, religious activities, marriage, and many other facets of his life. Compares graduates of different kinds of colleges. Based on survey made by *Time* magazine involving reports from 9,064 graduates of 1,047 American colleges. Reviews by J. E. McClellan, *Amer. Teacher,* 37: 25–26, Nov. 1952; by F. J. Donohue, *America,* 87: 82–83, April 19, 1952; by R. Bendix, *Amer. Jour. Sociol.,* 58: 313–314, Nov. 1952; by A. B. Hollingshead, *Amer. Sociol. Review,* 17: 640, Oct. 1952; by J. P. Treacy, *Cath. Sch. Jour.,* 53: 28A+, Jan. 1953; by W. E. Garrison, *Christ. Cent.,* 69: 465, April 16, 1952; by G. M. Happ, *Coll. & Univ.,* 28: 120, Oct. 1952; by N. Glazer, *Commentary,* 13: 486–490, May 1952; by D. Grumback, *Commonweal,* 56: 122, May 9, 1952; by E. V. Ross, *Indep. Woman,* 31: 171-172, June 1952; by L. J. Lins, *Jour. Educ. Research,* 46: 148–149, Oct. 1952; by O. Tead, Sat. *Review,* 35: 25–26, April 19, 1952; by I. L. Kandel, *Sch. & Soc.,* 75: 234, April 12, 1952; and by W. H. Cartwright, *So. Atlantic Quart.,* 52: 135–137, Jan. 1953.

1784. Holmes, Charles H. Why They Left College. *Coll. & Univ.*, 34: 295–300, Spring 1959. (*Author:* Assistant to the Dean, Syracuse University, New York.)

A study of 165 voluntary freshman withdrawals from College of Liberal Arts of Syracuse University in 1956. Finds that 84 percent withdrew to enter another college.

1785. Hood, Albert Bullard. *Certain Non-Intellectual Factors Related to Student Attrition at Cornell University.* Ithaca, N.Y.: Cornell University, 1957. 71 p. Abstract in *Diss. Abstracts,* 17: 2919–2920, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). A comparison of many differentiating factors between students who did not complete 2 consecutive years of college with those who did. Conclusion: "Students who have had a strong and satisfying family life . . . and who possess self-confidence and feelings of security in personal relationships, are likely to be happy and successful in college and are unlikely to be found on drop-out lists."

1786. Iffert, Robert E. *Retention and Withdrawal of College Students.* Washington: U.S. Government Printing Office, 1958. (U.S. Office of Education Bulletin 1958, No. 1.) xiii,177 p. Preliminary report, with tentative findings, in *Coll. & Univ.*, 31: 435–447, Summer 1956. (*Author:* With U.S. Office of Education.)

"The purpose of this study has been to inquire into the extent and character of retention, transfer, and withdrawal of undergraduate students in a group of representative institutions of higher education. . . . About 60 percent of the students who enter colleges eventually graduate, although fewer that 40 percent graduate from the institutions of first registration in normal progression. The 10 percent who transfer do so mainly because of general dissatisfaction, change in curriculum interests, desire to be nearer home, and need to attend a less expensive institution." Based on information secured on 12,667 entering freshmen in fall of 1950 in 149 institutions. Bibliography, 156 titles.

1787. Jensen, Vern H. *and* Clark, Monroe H. Married and Unmarried College Students: Achievement, Ability, and personality. *Pers. & Guid. Jour.*, 37: 123–125, Oct. 1958. (*Authors:* Faculty members, Brigham Young University, Utah.)

Based on study of 36 married and 36 single men for entire 4-year course at Brigham Young University. Few significant differences found.

1788. Johnson, Theodore David. *A Twenty-Year Follow-Up Investigation of Graduates of North Park (Junior) College.* Evanston, Ill.: Northwestern University, 1957. 397 p. Abstract in *Diss. Abstracts*, 17: 2638–2639, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 365 graduates of five classes at 5-year intervals from 1932 to 1952.

1789. Jones, Paul Henry. *A Follow-Up Study of the Graduates and Drop-Outs Enrolled in the Highland Park Junior College for the School Years 1953–54 Through 1955–56.* Detroit, Mich.: Wayne State University, 1958. 230 p. Abstract in *Diss. Abstracts*, 19: 3189–3190, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on college records and questionnaire data from 58 percent of random sample of 63 graduates and 253 drop-outs as related to eight different factors. Conclusion: "The data indicate the junior college is operating as an effective institution. Facilities are the most pressing problem. Student personnel services are understaffed; the faculty must assume a more active role in the guidance of students."

1790. Kasdon, Lawrence M. *Some Characteristics of Highly Competent Readers Among College Freshmen.* Stanford, Calif: Stanford University, 1955. 294 p. Abstract in *Diss. Abstracts*, 15: 1785–1786, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). An attempt to identify characteristics of the superior reader among college freshmen. Based on questionnaire study of 50 superior readers from nine colleges in Los Angeles area. Studies nine factors: personal adjustment, intelligence, eye movements, family background, use of leisure time, health, academic success, college major and vocational objective, and reading background.

1791. Kim, Ki Suk. *The Use of Certain Measurements of Academic Aptitude, Study Habits, Motivation, and Personality in the Prediction of Academic Achievement.* Baton Rouge: Louisiana State University, 1957. 65 p. Abstract in *Diss. Abstracts*, 18: 150, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on data concerning 300 male freshmen at Louisiana State University. "The study indicates that such non-intellectual factors as study habits, motivation, and personality, as well as academic aptitude appear to play significant roles in determining college grades."

1792. Knaak, Nancy Katherine. *A Study of the Characteristics of Academically Successful and Unsuccessful Freshman Women Who Entered Northwestern University in the Fall of 1954.* Evanston, Ill.: Northwestern University, 1956. 230 p. Abstract in *Diss. Abstracts*, 17: 304–305, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on study of 35 honors students and 44 students on probation. Information secured from university records, test data, personal interviews, and questionnaires.

1793. Knapp, Robert H. *and* Greenbaum, Joseph J. *The Younger American Scholar: His Collegiate Origins.* Chicago: University of Chicago Press, 1953. xiii,122 p.

A statistical study, financed by Fund for the Advancement of Education. "It is intended as a straight-forward and simple report on the undergraduate origins of younger American scholars who have won academic distinction in graduate schools since 1946." Based on detailed analysis of some 7,000 individuals, winners of fellowships or holders of Ph. D.'s from 25 leading graduate schools —graduates of 582 colleges. Reviews by G. T. Nygreen, *Amer. Sociol. Review,* 18: 722, Dec. 1953; by F. Moore, *Coll. & Univ.,* 29: 119–121, Oct. 1953; by E. W. Anderson, *Educ. Research Bull.,* 33: 165–167, Sept. 1954; by B. E. Blanchard, *Jour. Educ. Re-*

search, 48: 475–476, Feb. 1955; by C. Brinton, *Jour. Higher Educ.*, 24: 389–390, Oct. 1953; by T. H. Hamilton, *Pers. & Guid. Jour.*, 32: 242, Dec. 1953; by P. Thomson, *Sch. Review*, 62: 244–246, April, 1954; and by K. W. Bigelow, *Teach. Coll. Record*, 55: 163–165, Dec. 1953.

1794. Kraft, Jack Arthur. *A Ten-Year Follow-Up Study of Graduates of a California Junior College.* Stanford, Calif.: Stanford University, 1951. Abstract in the Stanford University, *Abstracts of Dissertations . . .* 1950–51, p. 433–439.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 329 graduates of classes fom 1938 through 1948 of College of Marin. Approximately 72 percent of the graduates continued their college education beyond junior college.

1795. Lalene, Melba De La Motte Brown. *Conditions Associated with Women Student Withdrawals at the University of Southern California.* Los Angeles: University of Southern California, 1953. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1953, p. 125–127.

Unpublished doctoral dissertation (Ph. D.). A study of 603 women who registered as freshmen in 1946 and withdrew before March 1951. Based on university records and questionnaire responses.

1796. Lande, Leon Alvin. *The Relationship of Selected Interests of Male College Freshmen to Three Academic Levels of Achievement.* Ann Arbor: University of Michigan, 1958. 298 p. Abstract in *Diss. Abstracts*, 19: 471, Sept. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 3,528 students at University of Michigan classified as superior, average, and inferior, with reference to nine vocational groups: architecture, business administration, dentistry, education, engineering, law, medicine, science, and literature and arts.

1797. Lehr, Milton W. *A Statistical Description of Factors Related to Drop-Outs and Non-Drop-Outs at Northwestern State College.* Norman: University of Olkahoma, 1956. 87 p. Abstract in *Diss. Abstracts*, 16: 1386, July 1956.

Unpublished doctoral dissertation (Ed. D.). A comparison of 343 non-drop-out and 174 drop-out students, 1950–1954. Analyzes 12 factors. Finds that level of intellectual ability has no appreciable connection with continuation in college.

1798. Lerner, Ruth S. *and* Martin, Marion. What Happens to the College Student With a Physical Handicap? *Pers. & Guid. Jour.*, 34: 80–85, Oct. 1955. (*Authors:* (1) Member, Bureau of Educational and Vocational Guidance, Hunter College, New York; (2) Staff member, New York State Department of Education.)

Report on the success of 59 young people with physical handicaps who attended Hunter College during previous 10 years, with emphasis on their vocational rehabilitation.

1799. Lieberman, Harold. *Characteristics and Citizenship Activities of Graduates of Ohio Northern University.* Syracuse, N.Y.: Syracuse University, 1957. 185 p. Abstract in *Diss. Abstracts*, 17: 1693–1694, Aug. 1957.

Unpublished doctoral dissertation (D. S. S.). Based on questionnaire responses from 52 percent of a sample of 1,500 graduates, every fourth one in alumni files. Questionnaire was patterned after 1947 study by *Time, Inc.*, thus facilitating comparisons with that national study. See no. 1783. One conclusion: "The generally-educated are more active in civic and political affairs than the specially-educated."

1800. Little, J. Kenneth. The Persistence of Academically Talented Youth in University Studies. *Educ. Record*, 40: 237–241, July 1959. (*Author:* Director of Institutional Studies and Professor of Education, University of Wisconsin.)

A detailed study of the characteristics and progress of 1,949 students who entered University of Wisconsin as freshmen in 1953. "The findings of this study suggest that there is need to cultivate as much as to cull the youth who are entering the colleges and universities."

1801. Liu, Yung-Szi. *The Academic Achievement of Chinese Graduate Students at the University of Michigan (1907–1950).* Ann Arbor: University of Michigan, 1956. 181 p. Abstract in *Diss. Abstracts*, 16: 2380, Dec. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of 1,077 native-born Chinese students. Their achievement was highest in medical sciences, followed by engineering and the physical sciences; lowest in social sciences. Of the group, 73 percent had returned to China, 20 percent were in the United States, and 7 percent were elsewhere. Information was received from 629 of those who had returned to China of whom the largest number entered higher education, with engineering second, and government service third.

1802. McDonald, Arthur Smith. *An Experimental Study of the Influence of a College Reading Program on Academic Performance.* Ithaca, N.Y.: Cornell University, 1956. 147 p. Abstract in *Diss. Abstracts*, 16: 1402, Aug. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of more than 250 students in experimental and control groups, the experimental group having completed the Cornell Reading Improvement Program in 1954. General conclusion: "The Cornell Reading Program favorably influenced the academic performance of students."

1803. MacDonald, Gordon Lundy. *Predicting Collegiate Survival From Pre-Admission Data.* New York: New York University, 1949. 177 p. Abstract in *Micro. Abstracts*, 10: 42–44, No. 1, 1950.

Unpublished doctoral dissertation (Ph. D.). Purpose: To determine whether data available at college entrance provides reliable predictive basis to determine which students may remain in college more than one year. Based on records of 1,322 students at University of Toledo, Ohio.

1804. Maier, Glen Emil. *The Contribution of Interest Test Scores to Differential Academic Prediction.* Seattle: University of Washington, 1957. 161 p. Abstract in *Diss. Abstracts*, 18: 150–151, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 45 predictor variables, including Strong Vocational Interest Blank and Kuder Preference Record, for 687 students who entered University of Washington in 1950.

1805. Mann, *Sister* M. Jacinta. *Relationships Among Certain Variables Associated With College and Post-College Success.* Madison: University of Wisconsin, 1958. 175 p. Abstract in *Diss. Abstracts*, 19: 253–254, Aug. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses and university records of 290 men graduates of University of Wisconsin 8 years after graduation. Analyzed in terms of 12 college and seven post-college factors.

1806. Marsh, James Donald. *A Follow-Up Study of Male Liberal Arts College Graduates of Wayne University.* Detroit: Wayne University, 1956. 398 p. Abstract in *Diss. Abstracts*, 16: 1626–1627, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 1,092 graduates. Major conclusions: "The controversy and extreme positions sometimes encountered with respect to questioning the relative importance of the University's academic and student activities programs appear unwarranted. . . . It is evident that their judgment is predicated upon an acceptance of such co-curricular activities as integral to the total educational program of the University."

1807. Matson, Jane Elisabeth. *Characteristics of Students Who Withdrew from a Public Junior College.* Stanford, Calif.: Stanford University, 1955. 109 p. Abstract in *Diss. Abstracts*, 15: 1787–1788, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 144 students who withdrew in 1953–54 from East Contra Costa Junior College, California. Comparisons made on various factors with 217 students still enrolled. Conclusion: "This study and an analysis of the literature in this field suggest that dropout studies in a particular institution designed for the particular needs of that institution are more likely to yield constructive results than general dropout studies."

1808. Mills, Donald Frank. *An Iterative Selection of Variables for Predicting Certain Criteria of Academic Success at the University of Washington.* Seattle: University of Washington, 1957. 173 p. Abstract in *Diss. Abstracts*, 18: 152, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). An intensive study of the significance of 27 predictor variables and various combinations of them as judged by the records of the 1949 freshman group in each of 32 university subject areas.

1809. Moore, Forest G. *Factors Affecting the Success of Foreign Students in American Universities.* Minneapolis: University of Minnesota,

1953. 619 p. Abstract in *Diss. Abstracts,* 14: 492–493, March 1954.

Unpublished doctoral dissertation (Ph. D.). Based on study of 576 foreign graduate students at University of Minnesota and intensive case studies of 76 of them. Special emphasis on students from China and India.

1810. Moore, *Sister* M. Alice Joseph. *Catholic College Student Retention in the United States.* Washington: Catholic College of America Press, 1957. xii,156 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Based on questionnaire responses from 2,400 college girls (1,300 sophomores and 1,100 seniors) in 67 Catholic colleges. Analyzes responses in terms of admissions, curriculum, finances, college-high school motivation, spiritual items, public relations, and special regions of responsibility. Bibliography, 136 titles.

1811. Mukherjee, Gourie. *Characteristics of Honor Graduates of the University of Nebraska.* Lincoln: University of Nebraska, 1957. 140 p. Abstract in *Diss. Abstracts,* 18: 499–500, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on data concerning 445 graduates of classes from 1939 to 1951. "Honor graduates were defined as those students (1) whose cumulative grade-point average at graduation places them in the upper 3 percent of their graduating class, and (2) who are graduated with distinction or high distinction."

1812. Munger, Paul Francis. *Factors Related to Persistence of Students Who Were Admitted to the University of Toledo From the Lower Third of Their High School Classes.* Ann Arbor: University of Michigan, 1954. 171 p. Abstract in *Diss. Abstracts,* 14: 633–634, April 1954. Summary in *Sch. & Soc.,* 81: 120–122, April 16, 1955.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of records of 891 General Division students, classified into nine persistence groups. "Since 5 percent of the 891 students persisted 4–8 or more semesters and did not graduate, and 8 percent graduated, it is indicated that persistence and graduation are not synonymous."

1813. ——— Unpromising College Students Who Graduate. *Sch. & Soc.,* 87: 92–93, Feb. 28, 1959. (*Author.* Assistant Professor of Psychology, University of North Dakota.)

"The subjects of this investigation are 81 graduating, unpromising college students and 45 near-graduating, unpromising college students who completed eight or more semesters. These are part of a group of 891 students who had graduated in the lower third of their high school classes and who were admitted on a trial basis to the University of Toledo." Conclusion: "Students who enter college from the lower third of their high school graduating classes will continue to be doubtful risks and those who graduate will require an additional semester."

1814. No Royal Road for 1959 Graduates. *Bus. Week,* April 4, 1959, p. 34–36.

Prospects of employment for the 1959 college graduate, as indicated by reports from various institutions. "Though it looks better than 1958, few foresee a return to the seller's market of 1957."

1815. Parres, John George. *Prediction of Academic Success in the Undergradute Schools of the University of Pennsylvania.* Philadelphia: University of Pennsylvania, 1955. 261 p. Abstract in *Diss. Abstracts,* 15: 2105–2106, Nov. 1955.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To investigate the value of test scores, previous school marks, and certain other variables in the selection of students for the undergraduate schools of the University of Pennsylvania, and to determine which variable or combination of variables contributed most to the forcasting of academic success." Numerous correlations reported but nature and number of populations involved are not stated in abstract.

1816. Patton, Ben Keaton. *A Study of Drop Outs from the Junior Division of Louisiana State University, 1953–1955.* Baton Rouge: Louisiana State University, 1958. 157 p. Abstract in *Diss. Abstracts,* 19: 484–485, Sept. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of relation of 21 selected factors to dropout for 1,791 students. Finds significant relationships for 13 of the factors.

1817. Pease, Robert Derial. *The Occupational Achievements of Graduates of a Technical Institute.* Buffalo, N.Y.: University of Buffalo, 1959. 295 p. Abstract in *Diss. Abstracts,* 19: 3175–3176, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 2,208 graduates of Rochester Institute of Technology from 1927 to 1956. Questionnaire of 35 items was in two parts: one dealing with first job secured; the other with present job.

1818. Peterson, Carl Alfred. *A Two-Year Study of Causal Factors in Male Student Drop-Outs at the University of Pittsburgh, 1955–1957.* Pittsburgh, Pa.: University of Pittsburgh, 1958. 178 p. Abstract in *Diss. Abstracts,* 19: 1255–1256, Dec. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 1,113 students who entered the University in 1955, of whom 376 dropped out by fall of 1957. Reasons for dropout secured from 289 of these, 209 of them by personal interviews in their homes, usually in the presence of their parents. Ten reasons for dropping out given. Most important: academic failure, 49 percent; financial need, 25 percent; transfer to other colleges, 7 percent; military service, 5 percent; lack of interest, 5 percent.

1819. Phillips, Cabell. Another Trial of Integration. *N.Y. Times Mag.,* March 4, 1956, p. 14, 40–46.

Reports experiences at University of North Carolina where 22 Negro students, both graduate and undergraduate, have attended. States reasons why they have not attended in larger numbers.

1820. The Principles and Practices of College Recruiting. *Jour. Eng. Educ.,* 49: 629–631, March 1959.

Statement adopted by General Council of American Society for Engineering Education to guide industrial organizations in campus recruiting for employment of prospective college graduates. Includes four general principles, 17 responsibilities of the employer, 11 responsibilities of the college, and 10 responsibilities of the student.

1821. Putnam, Ivan J., Jr. *Admission Data and the Academic Performance of Foreign Graduate Students at Columbia University.* New York: Columbia University, 1953. 301 p. Abstract in *Diss. Abstracts,* 13: 343–344, No. 3, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on university records of 546 graduate students from 15 countries who attended the University from 1945 to 1950.

1822. Reeder, C. W. How Many College Graduates Will Be Living in 1960? *Sch. & Soc.,* 72: 137–139, Aug. 26, 1950. (*Author:* Staff member, Ohio State University.)

Using a variety of census data, estimates 6,494,584 college graduates will be living in 1960, which "is probably an underestimate."

1823. Rosenhaupt, Hans, *and* Chinlund, Thomas J. *Graduate Students' Experience at Columbia University, 1940–1956.* New York: Columbia University Press, 1958. xi,129 p.

Report of a study financed by Fund for the Advancement of Education. "The following facts and thoughts about the graduate student, his origins, his career, his success, his failures, and his future are associated with the Divisions of Columbia University in which master's and doctor's programs in the liberal arts and sciences are offered, namely the Graduate Faculties of Political Science, Philosophy, and Pure Science. . . . Well over 30,000 records of students registered under Columbia's Graduate Faculties were studied." Contains 60 tables showing wide variety of data.

1824. Roth, Julius A. A Faculty Conception of Success in Graduate Study. *Jour. Higher Educ.,* 26: 350–356, 398–399, Oct. 1955. (*Author:* Research Associate, University of Chicago.)

Describes characteristics of most successful and least successful graduate students in 10 departments of the Division of Social Sciences, University of Chicago.

1825. Russell, James Ward. *A Comparison of Michigan State First Term Freshman Dropouts and Non-Dropouts According to Certain Factors.* East Lansing: Michigan State College, 1952. 169 p. Abstract in *Diss. Abstracts,* 12: 715, No. 5, 1952.

Unpublished doctoral dissertation (Ph. D.). Studies six factors concerning 373 dropout students enrolled in fall terms of 1948 and 1949 who did not return for winter term. "The most significant differences found to exist between dropouts and non-dropouts were with respect to intelligence, education of parents, and occupations of parents."

1826. Ryan, Suler Eldon. *Some Characteristics of the 1948 Freshman Class at the University of Missouri and the Relation of These Characteristics to Academic Success.* Columbia: University of Missouri, 1950. 175 p. Abstract in *Micro. Abstracts*, 10: 84–85, No. 3, 1950.

Unpublished doctoral dissertation (Ed. D.). Factors studied: high school rank, psychological test scores, English test scores, sex, age, parental occupation, size of high school attended, high school credits in certain fields. Conclusion: "High school rank was the most reliably predictive factor studied on which to base prediction of academic success at college."

1827. Sharpe, Donald Martin. *A Follow-Up Study of Former Graduate Students of the College of Education, University of Illinois.* Urbana: University of Illinois, 1949. 434 p. Abstract in *Micro. Abstracts*, 10: 50–51, No. 1, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies to a 15-page questionnaire by 1,310 students at the University who had earned a master's degree or equivalent between 1939 and 1948.

1828. Shuman, H. Baird. College Dropouts: An Overview. *Jour. Educ. Sociol.*, 29: 347–350, April 1956. (*Author:* Faculty member, Department of English, University of Pennsylvania.)

"American colleges and universities are presently faced with the costly and distresing problem of having about half of their entering freshmen withdraw before graduation." Considers conditions in different institutions, their causes, and possible improvement.

1829. Slinger, George Edward. *Freshman Problems and Academic Achievement.* Gainesville: University of Florida, 1955. 128 p. Abstract in *Diss. Abstracts*, 15: 2474, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on administration of Mooney Problem Check List to a representative sample of 251 freshmen at University of Florida. Comparisons with scores made by same students on American Council on Education Psychological Examination and with their academic grades.

1830. Smoke, E. Eileen. *A Comparison of the Graduates and Non-Graduates of the Class of 1951 at Indiana University.* Bloomington: Indiana University, 1955. 169 p. Abstract in *Diss. Abstracts*, 15: 2445, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 28 factors regarding 635 students, one-third of the students enrolled in Junior Division of the University for first time in 1947. Of the 635 students, 57 percent did not remain to graduate.

1831. Stanford, T. Sherman. *Students Entering the Pennsylvania State University From the Highest Fifth of Their High School Graduating Class in Bachelor Degree Programs.* University Park: Pennsylvania State University, 1956. 278 p. Abstract in *Diss. Abstracts*, 17: 285, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on records of 1,377 students who withdrew before graduation and 600 who graduated or were still in residence. "Out of every 100 students entering the Pennsylvania State University from the highest fifth of their graduating class, 56 graduate in 4 years with a bachelor's degree, 9 will still be enrolled; 5 will be dropped and not reinstated; 7 will withdraw sometime during a semester and not be readmitted; 23 will not return after completing one or more semesters. Out of every 100 leaving, . . . 51 will enter other educational institutions, 18 will enter the Military Service; 15 will take a full-time job; 13 (all women) will marry; 2 will return home to help; and 1 will be unclassified."

1832. Thistlethwaite, Donald L. College Environments and the Development of Talent: Characteristics of Colleges Are Related to the Parentage of Graduates Who Attain the Ph. D. *Science*, 130: 71–76, July 10, 1959. (*Author:* Director of Research, National Merit Scholarship Corp., Evanston, Ill.; and Lecturer in Psychology, Northwestern University.)

This analysis "tests and affirms the general hypothesis that the nature of contacts between undergraduate students and faculty partly determines whether or not the student will seek advanced training." A method for comparing the effectiveness of undergraduate colleges in stimulating their students to seek the Ph. D is described. Based on analysis of records of over 9,600 talented students from more than 500 colleges.

1833. ——— Merit Scholarships and the Higher Education of Gifted Students: The Effects of Financial Aid on Talented Youth. *Jour. Higher Educ.*, 30: 295–304, June 1959. (*Author:* See No. 1832.)

Based on same material as No. 1832, but presented in different form with emphasis on effects of financial aid.

1834. Thompson, Adoulphus Paul. *Factors Related to the Academic Achieve-*

ment of Students Who Transferred to the College of Literature, Science, and the Arts at the University of Michigan From Four-Year Institutions in the State. Ann Arbor: University of Michigan, 1959. 338 p. Abstract in *Diss. Abstracts,* 19: 3181–3182, June 1959.

Unpublished doctoral dissertation (Ph. D.). "This is a comparison of the relative academic achievements of 106 male and 70 female transfers with a matched sample of native students. The transfers entered the University in 1952–53 and 1953–54. The non-transfers, or 'natives', matriculated in the fall of 1951." Studies relationship between achievement and 10 other factors. States seven main conclusions. One of them: "The transfer students did not significantly maintain their pre-transfer levels of scholarship."

1835. Townsend, Agatha. (Mrs. G. L. Tawney). *College Freshmen Speak Out.* New York: Harper & Bros., 1956. x,136 p. (*Author:* Consultant, Educational Records Bureau.)

Prepared for the Committee on School and College Relations of the Educational Records Bureau. Based on questionnaire responses from 470 freshmen in 27 colleges. Presents difficulties of students in meeting academic, social, and moral requirements of their freshman year. One out of five freshmen questioned felt that their first year in college was unsatisfactory. Review by J. M. Rhoads, *Coll. & Univ.,* 32: 361–363, Spring 1957.

1836. Traxler, Arthur E. Many Colleges Lead in Successful Graduates. *Coll. Board Review,* No. 35, 18–20, Spring 1958. (*Author:* Director, Educational Records Bureau.)

Based on analysis of baccalaureate origins of 7,738 men graduates of 302 colleges listed in *Who's Who in America.* Found that one of every 186 graduates was listed in this volume. "The 25 highest ranking institutions include 7 Ivy League colleges, 11 State universities, 4 independent universities outside the Ivy League, a military academy, a naval academy, and a technical institution."

1837. Volpel, Marvin Chesley. *A Study to Determine Why Freshman Scholarship Students at Michigan State College Fail to Renew Their Scholarships.* East Lansing: Michigan State College, 1952. 282 p. Abstract in *Diss. Abstracts,* 12: 529, No. 4, 1952.

Unpublished doctoral dissertation (Ed. D.). "At the end of the freshman year, it was found that 41 percent of [scholarship] freshmen failed to earn a renewal of the scholarship award. This alarming figure presented a problem which warranted an investigation. . . . A survey of the literature failed to uncover any study similar." Based on detailed analysis of numerous factors regarding 586 scholarship students at the College. States seven major conclusions regarding the group.

1838. Webster, Harold. Changes in Attitude During College. *Jour. Educ. Psych.,* 49: 109–117, June 1958. (*Author:* Faculty member, Vassar College, New York.)

Gives an extensive developmental scale used for differentiation of freshman and senior attitudes and reports its use at Vassar College and at two other colleges. The results "do not support the view that college students become more alike in their general attitudes while attending college." Bibliography, 20 titles.

1839. Wellington, John Adam. *Factors Related to the Academic Success of Resident Freshman Men at a Midwestern Liberal Arts College During the Academic Year 1952–1953.* Evanston, Ill.: Northwestern University, 1955. 189 p. Abstract in *Diss. Abstracts,* 16: 69, Jan. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on detailed study of records of 86 men in an unnamed institution. Conclusion: "There are no simple reasons which explain degree of academic achievement realized by students."

1840. Williams, Robert Delbridge. *Student Mortality in the Academic Program at Olympic Community College.* Pullman: State College of Washington, 1955. 193 p. Abstract in *Diss. Abstracts,* 15: 2445–2446, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Studies relative values of 28 possible predictors, using 428 graduates and 562 nongraduates, a 25-percent sample, for years 1946–47 to 1950–51. Graduation rate for the 4-year period was 16 percent. Four best predictors of mortality, in order, were "no activities in junior college, one year or less between schools, below 2.00 grade average in junior college, and below 2.00 grade average in high school."

1841. Wolfle, Dael. *America's Resources of Specialized Talent: A Current Appraisal and a Look Ahead.* New York: Harper & Bros., 1954. xviii,332 p. (*Au-*

thor: Director, Commission on Human Resources and Advanced Training, Associated Research Councils.)

Gives a wealth of material dealing with occupational distribution of college graduates since 1900, supply and demand in specialized fields, and improvement in utilization of the potential supply. Preface gives references to 14 articles by the author published in various periodicals, 1951–1953. (p. xii, xiii)

See also Nos. 2, 70, 228, 272, 278, 364, 430, 539, 623, 858, 1092, 1093, 1149, 1585, 1587, 1595, 1640, 1653, 1667, 1671, 1684, 2053, 2056, 2179, 2420.

5. LIVING CONDITIONS

Includes health, social, religious, and dormitory conditions.

1842. Arnold, Eugene Rone. *Survey of Religious Activities of Liberal Arts Colleges Related to Churches Composing the National Council of the Churches of Christ in the United States of America.* Pittsburgh, Pa.: University of Pittsburgh, 1957. 106 p. Abstract in *Diss. Abstracts,* 17: 1008–1009, May 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire returns from 103 church-related colleges. Reports on college chapel and other worship services and required attendance at them; number with college ministers or directors of religious activities; library use; student religious organizations; and courses in the field of religion. Conclusion: "Church-related colleges as a whole are strongly emphasizing this phase of college life at this time."

1843. Atkinson, Byron H. *and* Brugger, A. T. Do College Students Drink Too Much? *Jour. Higher Educ.,* 30: 305–312, June 1959. (*Authors:* (1) Associate Dean of Students; (2) Assistant Dean of Students; both of University of California, Los Angeles.)

Historical study of student drinking since the Middle Ages, and in various parts of the United States at different periods. "Perhaps the best policy was stated some one hundred and fifty years ago, when the authorities of William and Mary ordained that the drinking of spirituous liquors (except in that moderation which becomes a prudent and industrious student) be prohibited."

1844. Bedison, George V. *A Comparative Study of the Social and Economic Status of Students Enrolled in Schools of Education in the Universities in Pennsylvania and Neighboring States.* Pittsburgh, Pa.: University of Pittsburgh, 1955. 212 p. Abstract in *Diss. Abstracts,* 15: 2437, Dec. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 944 students in 12 universities. "The results of the study indicated that students who were enrolled in the schools of education in the cooperating universities represented a high intellectual, social, economic, and educational background."

1845. Butts, Porter. Is *Student* Union the Right Name? *Coll. & Univ. Bus.,* 13: 17, Aug. 1952. (*Author:* Editor of Publications, Association of College Unions.)

Urges use of term "college union" rather than "student union" in order to include faculty and alumni in scope of its services.

1846. Covington, G. Edwin. *What They Believe: A Survey of Religious Faith Among Groups of College Students.* New York: Philosophical Library, 1956. xiii,109 p.

Based on 844 replies to a questionnaire "administered in person by the writer to students during the regular class periods."

1847. Dole, Arthur A. College Students Report on Their Use of Time. *Pers. & Guid. Jour.,* 37: 633–637, May 1959. (*Author:* Director, Bureau of Guidance and Testing, University of Hawaii.)

Based on analysis of various activities during a typical week as reported by 200 students at the University of Hawaii, and comparisons with other similar studies. Bibliography, 15 titles.

1848. Etheridge, Robert Files. A Study of Campus Protective and Enforcement Agencies in Selected Universities. East Lansing: Michigan State University, 1958. 269 p. Abstract in *Diss. Abstracts,* 19: 3186–3187, June 1959.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To analyze the organization and administration of campus protection and enforcement programs; to determine the objectives and functions of these programs; to determine and compare the relationships between these functions and the regulatory functions of the student personnel programs; and to indicate trends in the development of campus police programs. . . . The study was limited to certain larger public universities with comparable educational programs, similar geographic locations, and analogous administrative organizations."

1849. Farnsworth, Dana L. *Mental Health in Colleges and Universities.* Cambridge, Mass.: Harvard University Press, 1957. ix,244 p. (*Author:* Director of University Health Services, Harvard University.)

Indicates the responsibility of the college for the mental health of its students and what it can do about that responsibility. Bibliography, 44 titles.

1850. Flanagan, George Francis. *An Investigation of Religious Attitudes Among Catholic Seniors in College Who Have Had Varying Amounts of Catholic Schooling.* Minneapolis: University of Minnesota, 1957. 369 p. Abstract in *Diss. Abstracts,* 18: 1721, May 1958.

Unpublished doctoral dissertation (Ph. D.). "The main purpose of this study was to discover whether the religious attitudes of Roman Catholic seniors in college are related to the amount and level of their Catholic schooling." Based on 14-page Inventory of Religious Attitudes adminstered to 937 Catholic seniors in seven Catholic colleges and four State colleges in Minnesota.

1851. Foster, Constance J. The Truth About Drinking in College. *Parents Mag.,* 28: 50–51, 128–132, Nov. 1953.

Summarizes a study by Yale University Center for Alcoholic Studies, based on testimony of 17,000 men and women in 27 representative American colleges. Shows most drinking in private, non-sectarian colleges, but that frequent or excessive drinking is rare.

1852. Fritz, Roger Jay. *A Comparison of Attitude Differences and Changes of Freshmen Living in Various Types of Housing.* Madison: University of Wisconsin, 1956. 125 p. Abstract in *Diss. Abstracts,* 16: 2071–2072, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on administration of 150-item attitude scale to 486 freshmen at Purdue University in October 1954 and to 390 of these same men in April 1955. Studies conditions, particularly for students living in residence halls, fraternity houses, and off-campus rooming houses. Also in apartments, homes of parents or relatives, cooperative houses, Federal housing projects for married veterans, trailers, and homes owned by the student.

1853. Fults, Dan Anderson. *An Inquiry Into the Housing Status and Housing Needs of Married Students at Indiana University.* Bloomington: Indiana University, 1958. 163 p. Abstract in *Diss. Abstracts,* 19: 2002, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based in part on questionnaires personally delivered to 249 student families living in university housing at the university and to 150 student families living in private housing.

1854. Gates, Edward Dwight. *The Religion of College Students With Special Reference to Bradley University Students.* Peoria, Ill.: Bradley University, 1953. 200 p. Abstract in *Diss. Abstracts,* 14: 268–269, Feb. 1952.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on administration of Allport's Attitude Inventory on Aspects of Religious Belief to 1,402 undergraduate students at Bradley University, comprising about 60 percent of the total day enrollment, and comparison of results with conditions in other institutions.

1855. Griffeth, Paul Lyman. *Type of Residence as a Factor in Academic Achievement at the State University of Iowa.* Iowa City: State University of Iowa, 1958. 161 p. Abstract in *Diss. Abstracts,* 19: 1617, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 514 undergraduate men and 293 undergraduate women at the university classified according to residence; (1) resident halls, (2) fraternities and sororities, (3) rooming houses, (4) homes, (5) married, and (6) changed housing. "It was concluded that the type of residence of women undergraduate students has no differential effect upon their undergraduate achievement" but for men the situation "is not made clear from the results of this investigation."

1856. Haveman, Ernest. To Love, Honor, Obey . . . And Study. *Life,* 38: 152–156, 159–166, May 23, 1955. Same, condensed, in *Readers' Digest,* 67: 21–24, Oct. 1955.

Discusses increasing frequency of attendance of married students in colleges, advantages and disadvantages. Included is a survey made by *Life* showing number of married students in 22 colleges and universities.

1857. Hodinko, Bernard A. *The Relation Between Personal Factors and*

Opinions Regarding Conduct Situations in a Sample of Pennsylvania State University Students. University Park: Pennsylvania State University, 1957. 149 p. Abstract in *Diss. Abstracts*, 17: 2879–2880, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To ascertain the nature of the opinions of undergraduate students . . . with respect to the relative censure they would place on students committing certain violations of University conduct regulations." Based on judgments expressed by 520 students. Conclusions: "Students . . . differ in their views on the importance of many campus behavior problems. . . . The wide differences in opinion found between men and women, for example, concerning several types of misbehavior suggest a need for more attention to these issues in college educational programs."

1858. How a Western University is Providing for Its Married Students. *Coll. & Univ. Bus.*, 27: 46–48, Aug. 1959.

Describes how "Stanford University is tackling the problem of housing married students with a building project consisting of 250 units, now under construction."

1859. Hulet, Richard Earle. *Leadership Behavior in Independent and Fraternity Houses.* Urbana: University of Illinois, 1958. 92 p. Abstract in *Diss. Abstracts*, 19: 1015, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on "a questionnaire of 66 items administered to the presidents and to seniors in each fraternity, independent house, and dormitory having 25 or more members" at the University of Illinois.

1860. McGinniss, Arria Griffith. *A Study of the Social Relations Governing Women Students in American Colleges and Universities.* Evanston, Ill.: Northwestern University, 1952. Abstract in the Northwestern University, *Summaries of Doctoral Dissertations*, 1952, p. 295–300.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 462 accredited colleges and universities. Studies degree of agreement regarding areas covered by regulations; relation to size, type, and location of institutions; and agencies responsible for making and enforcing regulations.

1861. Miller, Maxine Muri. *A Study of the Health Behavior Potential of College Students.* Evanston, Ill.: Northwestern University, 1956. 231 p. Abstract in *Diss. Abstracts*, 17: 310, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses of 448 students to a 112-unit test covering 10 health areas, each unit consisting of three items—(a) a true statement of a health fact, (b) a false statement of the same health fact, and (c) a behavior-eliciting statement examining practice concerning the health fact of the unit. Conclusion: "College students need increased opportunities for learning in health."

1862. Phillips, Florence Louise. *A Socio-Economic Study of College Women.* Bloomington: Indiana University, 1958. 107 p. Abstract in *Diss. Abstracts*, 19: 1955, Feb. 1959.

Unpublished doctoral dissertation (Ed. D.). Based on study of 1,352 students at Texas Technological College. Factors considered: College residence, size of home town, college class, marital status, employment, education of parents, major subject, grades, extra-curricular participation, and fraternity membership.

1863. Poe, Wesley A. *Differential Value Patterns of College Students.* Lincoln: University of Nebraska, 1954. 121 p. Abstract in *Diss. Abstracts*, 14: 1997–1998, Nov. 1954.

Unpublished doctoral dissertation (Ph. D.). Describes construction and validation of an evaluative instrument of 150 items designed to measure patterns of personal values in eight areas; aesthetic, material, intellectual, power, social contact, religious, prestige, and humanitarian.

1864. Silver, Robert Eugene. *The Effect of Self-Support Upon Student Success in Walla Walla College.* Seattle: University of Washington, 1956. 138 p. Abstract in *Diss. Abstracts*, 16: 1819–1820, Oct. 1956.

Unpublished doctoral dissertation (Ed. D.). Records of 996 students were used to compute interrelations between achievement, high school record, American Council on Education test scores, hours of work per week, and hours of study per week. States 10 major conclusions. Chief one: "The relationship between amount of time spent in work and achievement in college is not significant."

1865. Snow, Barbara M. *An Analysis of the Relationship of Certain Factors to the Social Acceptance Status of College Freshman Women.* University Park:

Pennsylvania State University, 1957. 93 p. Abstract in *Diss. Abstracts*, 18: 142–143, Jan. 1958.

Unpublished doctoral dissertation (Ed. D.). An investigation of social acceptance status of 168 freshman women at State University of New York Teachers College at Geneseo "in relation to 20 selected variables to determine likely causes or conditioning factors which might account for variances in social acceptance status."

1866. STICKLER, WILLIAM HUGH. Yes, Freshmen Do Better in Dorms. *Coll. & Univ. Bus.*, 24: 39–40, May 1958. (*Author:* Director, Department of Educational Research and Service, Florida State University.)

Based on study of 364 men students at Florida State University. Finds university-owned residence halls most desirable in terms of academic achievement and withdrawal rate. Least desirable is housing in town. Fraternity houses and homes of parents fall between these extremes.

1867. STRICKLAND, JOHN T. Student Health Service. *Coll. & Univ. Bus.*, 8: 45–46, May 1950. (*Author:* Director, Student Health Services, Alabama Polytechnic Institute.)

"If it is finally agreed that technical, scientific, and personal health education of the student is desirable, then it is the responsibility of the college administration to do something about it." Describes organization and operation of the health service at Alabama Polytechnic Institute.

1868. SYMMS, DOROTHY EUGENIA. *A Survey of Housing for Women Students and Implications for Educational Development Through Housing Experiences.* Boulder: University of Colorado, 1957. 303 p. Abstract in *Diss. Abstracts*, 18: 1745, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 238 deans of women and other professional workers in 44 states, and from 40 student leaders. Chief finding: "The crying need for personalization of the collegiate 'home life' of students."

1869. VANDERBOSCH, HAROLD C. *A Study of Factors Which Influence Local Students to Seek Dormitory Housing at Wayne University—an Urban University.* Detroit, Mich.: Wayne University, 1954. 228 p. Abstract in *Diss. Abstracts*, 14: 2246, Dec. 1954.

Unpublished doctoral dissertation (Ed. D.). Finds that approximately half of dormitory residents at the university come from homes within the local area. Analyzes reasons for this condition as shown by questionnaire responses from 253 dormitory residents.

1870. VINCENT, LENA PEARL DUELL. *The Religious Concepts and Attitudes of One Hundred College Students.* Ann Arbor: University of Michigan, 1956. 456 p. Abstract in *Diss. Abstracts*, 17: 1710, Aug. 1957.

Unpublished doctoral dissertation (Ph. D.). Attitudes, ideologies, and conduct relative to God and the Church were measured from data submitted by 56 Protestant, 20 Jewish, 14 Catholic, and 10 "other" students.

1871. WILLIAMSON, EDMUND G.; HUEBNER, JOHN; *and* JOHNSTON, WILLARD. Students Live Off Campus. *Educ. Record*, 37: 216–223, July 1956. (*Authors:* (1) Dean of Students; (2) Assistant Director Student Housing Bureau; (3) Student Personnel Worker, Student Housing Bureau; all of University of Minnesota.)

Based upon experience at University of Minnesota. "In attempting to achieve the general objective formulated by the Board of Regents—ensuring safe, hygienic, and morally satisfactory quarters for students—the Bureau staff performs essentially eleven kinds of tasks." Names and discusses each of them.

See also Nos. 38, 44, 93, 125, 189, 228, 268, 278, 297, 475, 497, 1573, 1591, 1595, 1598, 1671, 1674, 1684, 1705, 1706, 1716, 1719, 1724, 1731, 1901, 1933, 1940, 1975, 2128, 2402, 2519, 2554, 2557.

6. STUDENT ACTIVITIES

Includes athletics, fraternities, sororities, publications, forensic activities, college unions, recreation, and student self-government. For student participation in college or university government, see Nos. 1,572–1,600.

1872. Aigler, Ralph W. Memorandum Regarding Intercollegiate Athletics. *North Cent. Assoc. Quart.*, 29: 197–201, Oct. 1954. (*Author:* Faculty member, University of Michigan.)

Presents a tentative statement on intercollegiate athletics as formulated by a committee. "The Committee wishes to point out that its statement is one of principles: it does not go into the details one would expect to find in a code of rules."

1873. Aloia, Alex Dominic. *The Organization of Student Recreation Programs in Selected Large Institutions of Higher Learning.* Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 131–134.

Unpublished doctoral dissertation (Ph. D.). Purposes: "(1) To determine and to analyze the existing organizations of student recreation programs in selected large institutions of higher learning; (2) to attempt to describe the most prevalent paterns of organization; and (3) to develop a set of criteria for the valuation of such patterns of organization." Based on study of conditions in 43 universities in the United States with enrollments of 9,000 or more regular students and in 3 largest universities of Canada.

1874. Barnes, Samuel Edward. *Criteria for Evaluating the Administration of Intercollegiate Athletics.* Columbus: Ohio State University, 1956. 230 p. Abstract in *Diss. Abstracts*, 17: 1023–1024, May 1957.

Unpublished doctoral dissertation (Ph. D.). Reports steps involved in development of a "measuring stick" based on judgments of 221 specialists. Resulting instrument measures 7 phases: administrative policies, organization and administration, equipment and facilities, medical and health services, financial aid, eligibility and participation, and publicity. "The developed criteria are valuable guides for objectively, evaluating athletics. With these evaluative criteria as 'measuring sticks,' institutions may preserve the values which are inherent in sports. Athletics will then contribute unequivocally to the aims and purposes of higher education."

1875. Bierhaus, Frederick W. *The Organization and Administration of Intramural Sports for Men in Selected Colleges and Universities.* Boulder: University of Colorado, 1956. 240 p. Abstract in *Diss. Abstracts*, 17: 2205, Oct. 1957.

Unpublished doctoral dissertation (Ed. D.). A study of the small State-supported colleges and universities in the Central States. "This study should have greatest significance and value to college administrators who are attempting to improve ineffective intramural programs. It could also serve as a guide for those who are initiating intramural programs."

1876. Birmingham, Stephen. Are Fraternities Necessary? *Holiday*, 24: 50, 124–136, Oct. 1958.

Sketches history and present status of college fraternities. Conclusions: Fraternities are necessary. They fill a gap in student life by relieving the boredom of student life and the tedium of classes and study.

1877. Blackwell, Thomas E. Can a University Bar National Fraternities? *Coll. & Univ. Bus.*, 18: 26–27, Feb. 1955. (*Author:* Vice President and Treasurer, Washington University, Missouri.)

Devoted chiefly to situation in State University of New York, ultimately appealed to Supreme Court of the United States. Reviews briefly other cases in other institutions beginning in 1880, especially in Indiana and Mississippi.

1878. Boldt, Albert Walter. *The Honorary Leadership Fraternity in American Society: A Survey Analysis of Florida Blue Key Members and Non-Members.* Gainesville: University of Florida, 1956. 164 p. Abstract in *Diss. Abstracts*, 16: 1613–1614, Sept. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 43–49.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 302 Blue Key members and 229 non-Blue Key members, all graduates of University of Florida not later than June 1948. Numerous comparisons made between the two groups. "The Blue Key member was a better student scholastically" and "averaged $2,000 per year more mean income," but "no conclusive proof can be claimed for the superiority of one group over the other."

1879. Boycheff, Kooman. *Intercollegiate Athletics and Physical Education at the University of Chicago, 1892–1952.* Ann Arbor: University of Michigan,

1954. 122 p. Abstract in *Diss. Abstracts*, 14: 626–627, April 1954.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To discover the factors responsible for the drastic changes in policy and practice which have taken place in the programs of intercollegiate athletics and physical education at the University of Chicago." Contrasts philosophies and policies of William Rainey Harper, Amos Alonzo Stagg, and Robert M. Hutchins. Conclusion: "The struggle between two opposing philosophies of education has been a chief deterrent in the rise and fall of programs . . . at the University of Chicago."

1880. Brown, Herbert L. The Case for Fraternities. *Amer. Weekly*, Oct. 21, 1956, p. 13–14. (*Author:* Past Chairman, National Interfraternity Conference.)

A reply to S. Wilson, No. 1957. Claims that fraternities are helpful to the college as well as to their own members in matters of conduct, grades, athletics, and cooperative living.

1881. Brown, Kenneth Irving. Salt on a College Campus. *Jour. Higher Educ.*, 21: 57–65, Feb. 1950. (*Author:* President, Denison University, Ohio.)

"At their best, the fraternities (I use the word to include sororities as well) can be as salt to a university community. But if the salt have lost its savor, it is good for nothing. And even so with fraternities that lose sight of their major objectives." A careful discussion of both advantages and disadvantages of the organizations.

1882. Burns, James McGregor. Debate Over Collegiate Debates. *N.Y. Times Mag.*, Dec. 5, 1954, p. 12, 30. (*Author:* Professor of Political Science, Williams College, Masachusetts.)

States seven values in intercollegiate debating. Discusses some of the controversy over the current debate question on recognition of Red China.

1883. Butts, Porter. The State of the College Union. *Jour. Higher Educ.*, 22: 75–84, Feb. 1951. (*Author:* Professor of Social Education and Director of College Union, University of Wisconsin.)

Address at Conference of Association of College Unions. Considers the social and educational goals of campus centers which have increased in a half century from two to 150, with many more in prospect.

1884. Carlson, William S. Fraternities: Evil Force on the Campus. *Sat. Review*, 38: 28, 59–61, Sept. 10, 1955. (*Author:* President, State University of New York.)

A vigorous indictment of college fraternities and sororities. Says that the strong influence of national fraternity organizations over the activities of local campus chapters is dangerous, particularly in their being forced to exercise discrimination on racial and religious grounds in election of members. Reports action of Trustees of State University of New York in requiring all nationally-affiliated fraternities and sororities to go on a "local" basis on the 27 campuses of the University, resulting in a lawsuit against the university by the National Interfraternity Conference. Suit was dismissed by the District Court and its action was upheld by the U.S. Supreme Court.

1885. Charles, Milton Ross. *The Development of the Extracurriculum in Higher Education.* Stanford, Calif.: Stanford University, 1953. 224 p. Abstract in *Diss. Abstracts*, 13: 511, No. 4, 1953.

Unpublished doctoral dissertation (Ph. D.). Traces development of the extracurriculum from medieval European to modern American institutions. Points out certain weaknesses and makes recommendations for reducing them and for capitalizing on certain positive measures of improvement.

1886. Crawford, Melvin Michael. *Critical Incidents in Intercollegiate Athletics and Derived Standards of Professional Ethics.* Austin: University of Texas, 1957. 386 p. Abstract in *Diss. Abstracts*, 18: 489, Feb. 1958.

Unpublished doctoral dissertation (Ed. D.). "A total of 300 senior colleges and universities of all sizes and types, representing all States and 60 Collegiate Conferences were utilized in the study." Based in large part on "critical incident reports" covering 1,104 "incidents of ethically critical behavior" from college presidents, faculty representatives, directors of athletics, coaches, and game officials. Finds that 82 percent of the ethically critical actions reported involved football and basketball. Final "statement of ethical standards constituted a major finding of the study."

1887. Danzig, Allison. Progress Toward Sanity in Intercollegiate Athletics. *Educ. Record*, 35: 261–274, Oct. 1954.

(*Author:* Athletic Editor, *New York Times.*)

Condensed from a series of three feature stories in *New York Times* of March 22, 23, 24, 1954. A comprehensive review of scandals of 1951, suggestions of the National Collegiate Athletic Association, proposals of a Committee of the American Council on Education, and the agreement of the eight Ivy League colleges. Compares different proposed codes and quotes several university presidents.

1888. DeLong, Edmund S. Responsibilities of the College Newspaper. *Pride,* 3: 18–20, April 1959. (*Author:* Director of Public Information, Princeton University.)

Describes three seminars in journalism at Princeton University, sponsored by the *Daily Princetonian,* "to raise the sights of its staff with respect to quality and performance and to provide a better understanding of the responsibility a newspaper bears for the welfare of its constituency."

1889. Edmonson, James B. Athletic Policies of the North Central Association of Colleges and Secondary Schools. *North Cent. Assoc. Quart.,* 27: 175–179, Oct. 1952. (*Author:* Dean, School of Education, University of Michigan: Chairman, North Central Association Committee on Athletics.)

Statement prepared for annual meeting of Football Writers of America. Summarizes 13 policies of the Association and presents other significant material.

1890. ——— The New Athletic Regulations. *North Cent. Assoc. Quart.,* 27: 297–302, Jan. 1953. (*Author:* See No. 1889.)

Discusses 13 features of the new athletic regulations of the North Central Association. "The new athletic regulations will be *enforced* through the *regular accrediting machinery* of the Association and an unsatisfactory athletic situation may be the cause for the denial of further accreditation."

1891. Faurot, Don, *as told to* Joseph N. Bell. Is College Football Worth Saving? *Sat. Eve. Post.,* 231: 36, 99–100, Oct. 18, 1958. (*Author:* Director of Athletics, University of Missouri.)

Says that integrity in collegiate football has deteriorated steadily since World War II. Blames a few double-standard institutions. To save the situation, institutions' presidents must enforce conference standards at their own institutions and coaches' jobs must be secure from alumni pressure.

1892. Fraternity Rushing. *Life,* 41: 141–149, Sept. 24, 1956.

Presents pictures taken at the University of Illinois, reported to have more fraternities than any other institution. States total number of fraternity chapters has grown from 2,600 to 3,500 on 300 campuses since 1946; that racial-eligibility clauses have been removed from the rules of all but seven national groups.

1893. Galbreath, Carroll Vernon. *Leadership Behavior in College Social Groups.* Stanford: Stanford University, 1954. 193 p. Abstract in *Diss. Abstracts,* 14: 497–498, March 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To discover the patterns of leadership behavior preferred by members of fraternities and sororities at the University of Denver." Based on questionnaires administered to 166 fraternity men representing nine groups, and to 181 sorority women representing seven groups. The leaders, whose behavior was described, were the retiring presidents.

1894. Gallagher, Buell G. Why Not Salaries for College Athletes? *Parade,* Aug. 14, 1955, p. 12–13. (*Author:* President, City College, New York.)

Suggests putting an end to hypocrisy, especially in football, by openly hiring players. Believes that everyone would be better off for eliminating "the sham . . . and the shame . . . of college athletics."

1895. Gardiner, Robb Golder. *A Study of Selected Areas of the System of Social Fraternities at Michigan State University.* Syracuse, N.Y.: Syracuse University, 1956. 364 p. Abstract in *Diss. Abstracts,* 19: 1028, Nov. 1958.

Unpublished doctoral dissertation (Ed. D.). Studies six areas of fraternity operation—membership, member selectivity, indoctrination, scholarship, activities, and administration. "The study is primarily a qualitative analysis rather than a quantitative one."

1896. Gottlieb, Seymour L. Present Status of Student Government in United States Dental Schools. *Jour. Dental Educ.,* 21: 337–342, Nov. 1957. (*Author:* Student, College of Dentistry, University of Illinois.)

Based on a 10-point questionnaire sent to "representative students in all 43 accredited dental schools in the United States."

1897. GREEN, LAWRENCE JAMES. *A Chronology of Changes in Collegiate Football Rules, 1873 to 1954.* Iowa City: State University of Iowa, 1955. 278 p. Abstract in *Diss. Abstracts,* 15: 2086–2087, Nov. 1955.

Unpublished doctoral dissertation (Ph. D.). Traces regulations that have undergone most frequent changes and that have had the greatest effect on the game, and makes three predictions concerning needed further changes.

1898. GUSTAFSON, JOHN ALFRED. *A Study of Those Extra-Curricular Activities Which Contribute to Nature and Conservation in Certain Liberal Arts Colleges.* Ithaca, N.Y.: Cornell University, 1954. 491 p. Abstract in *Diss. Abstracts,* 15: 63–64, Jan. 1955.

Unpublished doctoral dissertation (Ph. D.). Describes in detail and evaluates outdoor extra-curricular activities at Dartmouth College and Bowdoin College, and in summary form programs of 83 liberal arts colleges. Based in part on questionnaire responses from Dartmouth and Bowdoin graduates.

1899. GUTHRIE, HUNTER. No More Football for Us! *Assoc. Amer. Coll. Bull.,* 37: 493–502, Dec. 1951. Reprinted from *Sat. Eve. Post.,* 224: 24–25+, Oct. 13, 1951. (*Author:* President, Georgetown University, Washington, D.C.)

States the various reasons, both educational and financial, which caused Georgetown University to abandon intercollegiate football after 77 years. "The extravagances of football have forced us to re-examine our educational, institutional, and social objectives. On no count could we see justification for big-time football. We acted accordingly. Georgetown University, mother of Catholic education in the United States, will be the better for it."

1900. HAHN, HARRY THOMAS. *A Sociometric Study of Friendship and Work Companion Choices of Fraternity Men in a University.* Philadelphia: Temple University, 1956. 179 p. Abstract in *Diss. Abstracts,* 16: 1101–1102, June 1956.

Unpublished doctoral dissertation (Ed. D.). Compares and analyzes "the responses of members of high, average, and low scholarship and work companion choices" in 15 of the 30 fraternities which provide living quarters for their members at Lehigh University.

1901. HANNAH, JOHN A. Council Action on Athletic Policy. *Educ. Record,* 33: 246–255, April 1952. (*Author:* President, Michigan State College; Chairman, Special Committee on Athletic Policy.)

Comment by Everett N. Case, Colgate University, New York; Chairman, Executive Committee, American Council on Education: "The objectives so eloquently set forth and the general recommendations so clearly stated have raised public discussion of athletics to a new high level and deserve the support of all who sincerely believe in intercollegiate athletics not as an end in themselves, but as a valuable part of a well-rounded program of higher education."

1902. HART, JAMES EARL. *Administration of Athletic Scholarships at the University of Missouri.* Columbia: University of Missouri, 1956. 219 p. Abstract in *Diss. Abstracts,* 16: 2366–2367, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of records of 386 scholarship recipients in the years 1951–52 to 1954–55. Athletic scholarships are awarded on basis of athletic ability, scholarship, citizenship, and need. Promise to participate in athletics cannot be a condition of the awards. Approximately 60 percent of athletic scholarships were awarded to football players. Conclusion: "The University of Missouri has controlled grants-in-aid to athletes within the limits prescribed by the Missouri Valley Intercollegiate Athletic Association."

1903. HAUGH, ROBERT DARRELL. *The Student Council in the Junior Colleges of California.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations,* 1956, p. 271–274.

Unpublished doctoral dissertation (Ed. D.). Based on personal interviews or questionnaire responses from 59 institutions. Finds that every junior college in the State had a student council and belonged to the California Junior College Student Government Association. Makes 42 recommendations for better organization and administration of student councils.

1904. HENDERSON, JOHN WAYNE. *A Follow-Up Study of the Members of Greek Letter Social Fraternities at Michigan State University.* East Lansing: Michigan State University, 1958.

222 p. Abstract in *Diss. Abstracts*, 19: 261, Aug. 1958.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 332 men. Studies their socio-economic attributes, reactions to the fraternity program, and other aspects of fraternity influence and relationships.

1905. **Hill, Joseph E.** *The Development and Application of a Method for Evaluating Defined Phases of Student Activity Programs in Institutions of Higher Education.* Detroit, Mich.: Wayne State University, 1957. 324 p. Abstract in *Diss. Abstracts*, 18: 1352–1353, April 1958.

Unpublished doctoral dissertation (Ed. D.). "This study presents a methodology for making a systematic attack on the problem of student activities program evaluation. It is a dynamic one that calls for active analyses instead of passively suggesting criteria for program evaluation." Illustrated by evaluation of 20 fraternities at Wayne State University which "gave adequate testimony as to the practicality, usability, and workability of the proposed methodology."

1906. **Hollis, Adelyn F.** *Factors Related to Student Participation in Campus Activities in a Midwestern Teachers College.* Ann Arbor: University of Michigan, 1953. 216 p. Abstract in *Diss. Abstracts*, 13: 337–338, No. 3, 1953.

Unpublished doctoral dissertation (Ph. D.). Analyzes factors concerned with participation in student activities by college women at Michigan State Normal College, Ypsilanti. Based on data furnished by 517 women living in residence halls.

1907. **Horst, Joseph Jeffrey.** *A Study of First Quarter Freshman Participation in Campus Affiliated Student Organizations at the Ohio State University.* Columbus: Ohio State University, 1952. 293 p. Abstract in *Diss. Abstracts*, 18: 147–150, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 2,264 students, more than two-thirds of whom reported that they belonged to at least one campus organization—men, 65 percent; women, 85 percent. Less than 10 percent had no interest in such organizations.

1908. **Huber, Frederick Roland.** *The Student Activity Program in the Junior Colleges of California.* Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1955, p. 252–254.

Unpublished doctoral dissertation (Ed. D.). Based on interviews or questionnaires from administrators and faculty members responsible for student activities in all California junior colleges. Describes current practices, indicates their strengths and weaknesses, and proposes standards for their more effective operation.

1909. **Hyry, George Arthur.** *Factors Associated With Participation by Men in Campus Activities in a Midwestern College.* Ann Arbor: University of Michigan, 1957. 205 p. Abstract in *Diss. Abstracts*, 18: 1302, April 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of [illegible]98 men living in dormitories at Eastern Michigan College. Working for expenses, demands of study, disinterest, and other plans, were most frequently given reasons for lack of participation.

1910. Improving the Administration of Intercollegiate Athletics: A Symposium. *Educ. Record*, 33: 439–470, Oct. 1952.

Seven papers presented at annual meeting of American Council on Education, May 2–3, 1952: (1) "The Report of the Special Committee: A Guide to Action," by John A. Hannah, President, Michigan State College; (2) "The Press Looks at Intercollegiate Athletics," by G. W. Taylor, Sports Editor," Des Moines *Register and Tribune*, Iowa; (3) Collegiate Athletic Policies from the Point of View of the Secondary School," by Charles A. Semler, Principal, Benton Harbor High School, Michigan; (4) "The NCAA Program for Promoting High Athletic Standards," by H. C. Willett, Director of Admissions, University of Southern California; (5) "How Coaches Feel About Proposed Changes in Athletic Policy," by Everett D. Barnes, Assistant Director of Athletics, Colgate University, New York; (6) "The Conference and the ACE Recommendations," by K. L. Wilson, Commissioner of Athletics, The Western Conference; (7) "The Revised Athletic Policy of the North Central Association," by Milo Bail, President, University of Omaha, Nebraska.

1911. **Kelsey, John Marvin.** *Study of Program of Recreation in Selected Institutions of Higher Learning in North, Central, and South America.* Iowa City: State University of Iowa,

1956. 215 p. Abstract in *Diss. Abstracts*, 16: 1834–1935, Oct. 1956.

Unpublished doctoral dissertation (Ph. D.). Purpose: "To survey and to analyze the program of recreation for the students, the faculty, and the non-faculty employees in selected institutions of higher learning." Based on questionnaire returns from 80 institutions in the United States, seven in Canada, three in Central America, and three in South America. Responses analyzed in terms of (1) organization and administration, (2) leadership personnel, (3) programs of activities, (4) facilities and equipment, and (5) finances. Conclusion: "Most institutions of higher learning make some provision for the recreational welfare of the students and the faculty, but few institutions of higher learning make similar provisions for the nonfaculty employees."

1912. King, Charlyce Ross. *Attitudes of College Women Toward Student Organizations at the University of Oklahoma.* Norman: University of Oklahoma, 1957. 202 p. Abstract in *Diss. Abstracts*, 17: 1693, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on a 15-percent stratified sample of women at the University. Attitudes measured were classified in four groups: (1) Governing, (2) Social, (3) Service and university-wide, and (4) Honorary—departmental—other. "Approximately one half, 51 percent, of the respondents estimated that the present student organizations are good, and 32 percent rated these organizations as being fair."

1913. Kinney, Stanley Newell. *The Selection of Outside Speakers by Student Organizations at the University of Michigan (1854–1935).* Ann Arbor; University of Michigan, 1957. 133 p. Abstract in *Diss. Abstracts*, 18: 1302–1303, April 1958.

Unpublished doctoral dissertation (Ph. D.). "The evidence indicated that the University's policy of increasing control over student discussion organizations and over the student selection of outside speakers was a result of a growing concern over the public relations of a State institution, and that the policy came to be more and more a matter of estimating the possible repercussions of public opinion."

1914. Lee, Alfred McClung. Discrimination in College Fraternities and Sororities. *Sch. & Soc.*, 79: 198–199, June 26, 1954. (*Author:* Faculty member, Brooklyn College, New York; President, National Committee on Fraternities in Education.)

Reviews progress in various institutions of policies of local fraternities in attempting to remove racial discrimination in membership. "By and large, the struggle is being led neither by the colleges nor by national fraternity leaders but by undergraduates." Reply by Duncan McConnell, *Sch. & Soc.*, 80: 123, Oct. 16, 1954. Reply to Duncan McConnell by George E. Axtelle, *Sch. & Soc.*, 81: 10–11, Jan. 8, 1955; and by Jacob A. Ornstein, *Sch. & Soc.*, 81: 11, Jan. 8, 1955. Further replies by Duncan McConnell, *Sch. & Soc.*, 81: 74–75, March 5, 1955; by Chester B. Vernon, *Sch. & Soc.*, 82: 10–11, July 9, 1955; and by George E. Axtelle, *Sch. & Soc.*, 82: 11, July 9, 1955.

1915. ——— Can Social Fraternities Be Democratic? *Jour. Higher Educ.*, 26: 173–179, 228–229, April 1955. (*Author:* See No. 1914.)

"With few exceptions, the accusation still stands: American colleges fraternities and sororities are training schools in antidemocratic racial and religious snobbishness rather than democratic microcosms. . . . Is this necessary?" Believes that it is not. Cites examples of Amherst College and Princeton University and explains the efforts at democratization undertaken by the National Committee on Fraternities in Education.

1916. Lee, Julius W., Jr. *The History of Phi Delta Kappa, 1906–1954.* Bloomington: Indiana University, 1954. 271 p. Abstract in *Diss. Abstracts*, 15: 371–372, March 1955.

Unpublished doctoral dissertation (Ed. D.). Traces development of the graduate educational fraternity having, in 1954, 80 campus chapters, 54 field chapters, and membership of approximately 60,000.

1917. Lewis, Vivian Floyd. *A Study of the Informational Needs of College Women Sports Spectators.* Columbus: Ohio State University, 1953. 165 p. Abstract in *Diss. Abstracts*, 20: 196–200, July 1959.

Unpublished doctoral dissertation (Ph. D.). "The purpose of this study was fourfold: (1) To ascertain what information college women sports fans feel they need to know about spectator sports in order to understand and appreciate them; (2) to ascertain what coaches of these sports think college women need to know about the game in order to be understanding and appreciative spectators: (3) to determine how the data obtained from students and adults could be adjusted, combined, and compiled so as to serve as suggested subject matter for a course in sports appreciation; and (4) to show the extent to which these data can be used intelligently in teaching a class in sports appreciation." Based chiefly on reports secured from 2,425 women students in 12 Ohio colleges. Of 20 sports first considered, five were retained for intensive study—football, baseball, basketball, tennis, track and field.

1918. Losee, Ferron Clark. *The Organization and Administration of Intercollegiate Athletics in the California State Colleges.* Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations,* 1951, p. 295–297.

Unpublished doctoral dissertation (Ed. D.). Based on wire-recorded interviews with responsible officials at each of the 10 State colleges. Information analyzed under seven heads: policies and status, organization, student personnel, athletic staff personnel, business management, equipment and facilities, and public relations.

1919. Mackey, Ann. *A National Study of Women's Intramural Sports in Teachers Colleges and Schools of Education.* Boston: Boston University, 1957. 165 p. Abstract in *Diss. Abstracts,* 17: 2912–2913, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 221 directors of women's physical education in institutions in 45 States, ranging in size from 200 to 22,000 students each.

1920. Mitchell, Elmer D. A Survey of the Athletic Purposes of Colleges of the North Central Association. *North Cent. Assoc. Quart.,* 28: 370–377, April 1954. (*Author:* Professor of Physical Education, University of Michigan.)

Based on questionnaire responses from 269 institutions. Replies to six questions are summarized and their implications discussed.

1921. Mott, Allison W. The Educational Value of College Physical Education, Including Intercollegiate Athletics, and Their Preservation. *Educ. Forum.,* 16: 409–419, May 1952. (*Author:* Chairman, Department of Physical Education and Athletics, Amherst College, Massachusetts.)

Deals chiefly with "what is being done to deemphasize the exaggerated position of our intercollegiate sports, and what still needs to be done to reemphasize the values to be obtained from them."

1922. Mott, Robert Arthur. *Athletic Control in Member Institutions of the Pacific Coast Intercollegiate Athletic Conference.* Stanford, Calif.: Stanford University, 1953. 134 p. Abstract in *Diss. Abstracts,* 14: 295, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To ascertain the definite location of authority and responsibility to determine the policy and to administer the intercollegiate athletic program in member institutions." Based on documentary sources and personal interviews at each institution. Makes numerous recommendations for improvement.

1923. Nabors, D. J., Jr. *The Historical Development of Intercollegiate Forensic Activities, 1915–1956.* Norman: University of Oklahoma, 1957. 227 p. Abstract in *Diss. Abstracts,* 17: 2908–2909, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Includes study of debate, oratory, extemporaneous speaking, student forensic fraternities, and judging. Discusses Delta Sigma Rho, founded in 1906; Tau Kappa Alpha, 1908; and Pi Kappa Delta, 1913. Now almost 400 chapters of forensic fraternities. Intercollegiate debating began in 1881 with Knox College and Illinois College.

1924. Olpin, A. Ray. What Price Athletic Scholarships? In Northwest Association of Secondary and Higher Schools, *Proceedings,* 1952, p. 74–78. (*Author:* President, University of Utah.)

"Financial assistance to athletes, as to any students, should open the doors of opportunity and thus be a means to an end and should be considered a reward for competition in sports. Scholarship aid should be administered without regard for external pressures, under complete institutional control, and in keeping with regularly established standards of acceptable practice."

1925. Page, Frank L. *Financial Support of the Student Activity Program in the California Public Junior Colleges.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern California, *Abstracts of Dissertations,* 1956, p. 304–307.

Unpublished doctoral dissertation (Ed. D.). Answers seven basic questions regarding financing of student activities. Makes several recommendations for improvement.

1926. Parks, James R. The College Teacher and Extracurricular Activities. *Sch. & Soc.*, 86: 89–90, Feb. 15, 1958. (*Author:* Assistant Professor of Business, Concord College, West Virginia.)

"Student activities must have a friendly, cooperative, counseling and stimulating relationship with faculty members. The faculty member should develop initiative and freedom of action in the students, if a club is to be successful."

1927. Pattillo, Manning M., Jr. The North Central Association and Intercollegiate Athletic Reforms. *AAUP Bull.*, 38: 209–219, Summer 1952. (*Author:* Instructor in Education, University of Chicago: Member, Committee on Athletics, North Central Association.)

"Those of us in the North Central Association who have given intensive thought to the athletic problem have concluded that this problem will not be solved until college and university faculties take a more active part in examining and reformulating athletic policy."

1928. Perry, J. Warren. *A Study of the Characteristics of Male Student Leaders in Co-Curricular Activities at Northwestern University.* Evanston, Ill.: Northwestern University, 1955. 369 p. Abstract in *Diss. Abstracts*, 16: 66–67, Jan. 1956.

Unpublished doctoral dissertation (Ph. D.). A case study of 60 student leaders at the University in 1953–54. Conclusion: "College personnel workers charged with admission responsibilities would do well to scrutinize the school records for evidences of past leadership promise; the identification and development of potential leaders should become an important guidance function."

1929. Politella, Dario. A Guide for the Operation of Student Publications. *Coll. & Univ. Bus.*, 11: 29–30, Sept. 1951. (*Author:* Assistant Professor of Journalism, Kent State University, Ohio.)

"What are the roles of the university administration and the student in the production of a student publication?" Describes the 44-page handbook developed at Kent State University to answer the question.

1930. Prator, Ralph. Administering Junior College Athletics. *Jun. Coll. Jour.*, 24: 278–284, Jan. 1954. (*Author:* President, Bakersfield College, California.)

Reports statements of policy for organizing junior college athletic conferences, for the junior college administration in dealing with athletic problems, and gives a suggested code of sportsmanship for spectators.

1931. Reed, William R. Programs of Financial Aid to Athletes Adopted by Big Ten. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1957, p. 44–52. (*Author:* Assistant Commissioner, Intercollegiate Conference, Chicago, Ill.)

"What I would like to do today is to give you an account of how one group of universities, the Big Ten Conference, has approached the problems that lie in the affected area of athletics, and how we hope we have attacked them successfully."

1932. Rion, William E. Games Equipment. *Coll. & Univ. Bus.*, 9: 38–40, 1950. (*Author:* Director, Florida Union, University of Florida.)

Reports policies of 91 institutions with reference to equipment for games in College Union buildings.

1933. Rogers, Everett M. The Effect of Campus Marriages on Participation in College Life. *Coll. & Univ.*, 33: 193–199, Winter 1958. (*Author:* Assistant Professor of Sociology, Ohio State University.)

Based on questionnaire responses from 725 students at Iowa State College, comparing participation in campus activities, attendance at athletic events, and participation in college social life of married and unmarried students. Bibliography, six titles.

1934. Rogers, Nola-Stark. Why Sororities Survive. *Seventeen*, 12: 82–83, 112–118, Oct. 1953. (*Author:* Assistant Dean of Students, University of California, Los Angeles.)

Defends college sororities, stating that among major reasons for their continued existence and even expansion is that they serve a matchmaking function, give a young woman social training, and a familiar atmosphere which encourages development of social grace and poise.

1935. Roskens, Ronald W. *The Relationship Between Leadership Participation in College and After College.* Iowa City: State University of Iowa,

1958. 168 p. Abstract in *Diss. Abstracts*, 19: 473–474, Sept. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of college and post-college activities of 896 male graduates of State University of Iowa at four 10-year periods, 1922 and 1923, 1932 and 1933, 1942 and 1943, and 1952 and 1953. "Extremely high correlations were obtained between measures of leadership and measures of participation at both the college and post-college levels."

1936. Saloma, John S., 3d. An Evaluation of Student Government. *Tech. Review*, 58: 31–32, 70, Nov. 1955.

Report on a Ford Foundation research project, "The Role of Student Government in Higher Education." States five characteristics of "an ideal form of student government." Says that "The Ford Study showed that the majority of American student governments measured up to this ideal miserably." But feels that "student government must and will asume its position of responsibility alongside the Administration, Faculty, Corporation, and Alumni."

1937. Scanlon, Kathryn. Student Government in Catholic Colleges for Women in the United States. *Educ. Adm. & Sup.*, 44: 106–120, March 1958. (*Author:* Director of Teacher Training, Fordham University, New York.)

Based on questionnaires sent to instructors and to presidents of student governments in 104 institutions. Findings summarized under five heads: Organization, Accomplishments, Problems, Principles, and Outside Influences.

1938. Shea, Edward J. *A Critical Evaluation of the Policies Governing American Intercollegiate Athletics: With the Establishment of Principles to Guide the Formation of Policies for American Intercollegiate Athletics.* New York: New York University, 1955. 807 p. Abstract in *Diss. Abstracts*, 15: 1194–1195, July 1955.

Unpublished doctoral dissertation (Ph. D.). Evaluates 24 representative athletic policies for educational professional groups. Finds that three classifications of athletic policies satisfactorily meet all educational criteria.

1939. Shelden, Miriam A. *A Study of Certain Factors in Relation to Selection and Non-Selection of Sorority Members.* New York: New York University, 1958. 115 p. Abstract in *Diss. Abstracts*, 19: 3197, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 354 women at University of Illinois who sought sorority membership in 1957.

1940. Shutt, Darold Lee. *Attitude Changes Among First Year College Men Living in Fraternities and Residence Halls.* Urbana: University of Illinois, 1955. 91 p. Abstract in *Diss. Abstracts*, 15: 749–750, May 1955.

Unpublished doctoral dissertation (Ed. D.). Based on pre-tests and post-tests given at 20-week intervals to 50 fraternity pledges and 49 dormitory students. Conclusion: "Although changes were observed in morale, social life, emotionality, acceptance of adults, and acceptance of self, the extent of change did not reach the five percent level of confidence."

1941. Siske, James Harding. *The Development of the Guidance Concept in the College Social Fraternity.* Charlottesville: University of Virginia, 1956. 722 p. Abstract in *Diss. Abstracts*, 17: 805, April 1957.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To determine what college social fraternities have done in the past and are doing in the present to provide guidance to their members." Carried out with full endorsement of National Interfraternity Conference. Based on questionnaire sent to headquarters of 62 national fraternities, to 146 fraternity chapter officers at individual colleges, to deans of men in 75 colleges where these chapters were located, and to fraternity historians in each of the national headquarters.

1942. Stancil, Charles Taylor. *Participation Areas and Interest Areas in the Recreation of College Students With Diverse Curriculums.* University Park: Pennsylvania State University, 1957. 173 p. Abstract in *Diss. Abstracts*, 17: 2914, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses to a checklist of 237 activities, administered personally by the author to 815 male undergraduate students in eight selected colleges and universities. Conclusion: "Both the type of curriculum and the institutional environment are important factors in recreational patterns. The recreational administrator should weigh both in setting up his program for students."

1943. Standifer, James William, Sr. *A Study of the Permanence of Recreational Interests of College Graduates in*

Selected Professions. Ann Arbor: University of Michigan, 1957. 169 p. Abstract in *Diss. Abstracts*, 18: 2055–2056, June 1958.

Unpublished doctoral dissertation (Ed. D.). Based on 800 cases, 100 each among lawyers, physicians, business men, engineers, dentists, pharmacists, teachers of academic subjects, and physical education teachers. Respondents checked 50 recreational activities for participation in them since graduation. Conclusion: "The hypothesis on which this investigation was based, namely that the recreational interests of professional men as they are manifest by participation are permanent, must be rejected."

1944. Steers, David Kenneth. *Attitudes and Interests of Senior Students in the University of Delaware as Related to Athletic Participation.* Philadelphia: Temple University, 1956. 247 p. Abstract in *Diss. Abstracts*, 17: 298, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on responses of Class of 1955 to a 107-item opinionnaire. Differences in percentages of favorable responses of athletes and non-athletes were compared and tested for statistical significance. Additional data were secured by interviews with 30 men judged by their classmates as most outstanding and least outstanding.

1945. Stevens, Samuel N. Professionalized Athletics in Our Colleges Is a Malignant Disease. *Coll. & Univ. Bus.*, 11: 19–20, July 1951. (*Author:* President, Grinnell College, Iowa.)

States a 7-point program as a result of which "within 5 years 90 percent of the diseases which now are so malignant in our colleges and university life, and which have their causes in our misguided intercollegiate programs, will be eliminated."

1946. Stewart, Irvin. Student Government as a University President Sees It. *Assoc. Amer. Coll. Bull.*, 36: 90–97, March 1950. (*Author:* President, West Virginia University.)

"To me, that student government is best which vests in the study body the greatest amount of authority and responsibility which the students are prepared to exercise properly at any time. The administration should stand ready with advice and assistance as needed to make that government a success."

1947. Stoke, Harold W. College Athletics—Education or Show Business? *Atlantic*, 193: 46–50, March 1954. Same, condensed, in *Readers' Digest*, 33: 73–75, May 1954. (*Author:* Dean, Graduate School, University of Washington; formerly President, University of New Hampshire.)

States that many of the current problems of college athletics have arisen from efforts to conceive of athletics as education when in reality they have become a form of public entertainment. Proposes that athletics be not required to meet academic standards, and that formal academic control of athletics be relinquished.

1948. Stroup, Herbert. The Role of Student Activity in the University. *Assoc. Amer. Coll. Bull.*, 41: 436–447, Oct. 1955. (*Author:* Dean of Students, Brooklyn College, New York.)

"The older behavior of university students often makes modern students at their worst look like pastoral nymphs who dance lightly across verdant fields sprinkling rosewater from sacred urceoles." Illustrates by examples of student excesses in medieval universities from year 1228 onward. Emphasizes place of rational student activities in the total program of a university.

1949. ——— The Intentions of Student Activities Systems. *Jour. Higher Educ.*, 27: 256–263, 290, May 1956. (*Author:* See No. 1948.)

Discusses aims, purposes, and goals of student activities.

1950. Thompson, Florence M. *and* Hardaway, Charles W. Sorority Rushing and Pledging Methods. *Jour. Higher Educ.*, 21: 324–325, June 1950. (*Authors:* (1) Assistant Dean of Women; (2) Research Consultant; both of Indiana State Teachers College.)

"The question of the best time and method for holding sorority rushing and pledging has been under consideration for some time at Indiana State Teachers College. . . . In general there are three main outlooks from which this issue is approached: those of the rushees, the sorority chapter, and the college administration." Based on a study of practices in 55 coeducational colleges.

1951. Thompson, Robert Vernon. *An Experimental Study of Freshman Social Fraternity Pledges and the Factors Affecting Eligibility for Initiation.* Bloomington: Indiana University, 1954. 179 p.

Abstract in *Diss. Abstracts*, 15: 361–362, May 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of 257 students at Indiana and DePauw Universities.

1952. Unusual Athletic Programs. *North Cent. Assoc. Quart.*, 27: 332–376, April 1953.

Nine articles (one introductory) by different authors on athletic conditions at Johns Hopkins University, University of Chicago, Haverford College, Amherst College, Swarthmore College, Harvard University, Massachusetts Institute of Technology, and Oberlin College.

1953. Walz, Edgar. This Small College Has Made a Good Beginning at a Unified System of Administering Student Organization Funds. *Coll. & Univ. Bus.*, 19: 24–25, July 1955. (*Author:* Business Manager, Concordia College, Indiana.)

Gives eight "guidelines" for faculty advisors, five for business administrators, and 15 for financial officers of student organizations.

1954. Wiley, Mary Stevens. *The Evaluation of Policies for the Organization and Administration of Extra-Curricular Recreational Programs in the State Colleges of California.* New York: New York University, 1954. 344 p. Abstract in *Diss. Abstracts*, 14: 1615, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). "In order to evaluate policies, it was necessary to establish principles as criteria, to collect background material on the policies that influence the student activities in these colleges, to identify and compile existing policies, and to evaluate these in the light of selected principles."

1955. Willerman, Ben. Changing the Attitude of Fraternity Members Toward University Control. *Pers. & Guid. Jour.*, 37: 542–550, April 1959. (*Author:* Associate Professor of Psychology, University of Minnesota.)

Describes an experiment at University of Minnesota to determine whether attitudes of fraternity members toward university control could be modified. Used 11 fraternities most opposed to university regulations in the experiment.

1956. Williamson, Edmund G.; Layton, W. L.; *and* Snoke, M. L. *A Study of Participation in College Activities.* Minneapolis: University of Minnesota Press, 1954. xii,99 p. (*Authors:* Faculty members, University of Minnesota.)

A study planned to discover changes, if any, since 1933 when a similar study was made. Based on questionnaires sent to a 10-percent stratified sample of 4,629 students at University of Minnesota. Results presented in 103 tables and text. Found that "71 percent of the women and 60 percent of the men participated in one or more activities."

1957. Wilson, Sloan. The Case Against Fraternities. *Amer. Weekly*, Oct. 14, 1956, p. 10–11. (*Author:* Assistant Professor of English, University of Buffalo, New York.)

Claims that fraternities are "stupid, witless, juvenile, and purposeless associations." Thinks that no mature student today would consider joining a fraternity. For reply by H. L. Brown, see No. 1880.

1958. Yardley, William Augustus. *An Analysis of Greek Letter Social Fraternities as a Factor in Student Life at Ohio State University.* Columbus: Ohio State University, 1953. 248 p. Abstract in *Diss. Abstracts*, 20: 173–175, July 1959.

Unpublished doctoral dissertation (Ph. D.). An intensive study of three major issues: "(1) Whether or not fraternities are functioning on a democratically acceptable basis; (2) Whether, and to what degree, fraternities contribute to or detract from the personal-social growth and development of individual members; and (3) Whether or not fraternities, as organized groups, affect total campus life positively or negatively."

1959. Young, Sherman Plato. Extra-Classroom Activities for Liberal Education. *Jour. Higher Educ.*, 27: 264–265, 289–290, May 1956. (*Author:* Professor of Latin and Greek, Drew University; with 30 years experience as coach of college basketball.)

"This paper holds to the position that academic achievement is the hard central core of a real college education. But the academic procedures of the classroom are not sufficient to prepare a college student for living in modern society. They must be supplemented by a soundly conceived program of extra-classroom activities which have a definite educational purpose."

See also Nos. 47, 55, 62, 189, 228, 266, 272, 273, 278, 286, 297, 325, 375, 798, 943, 992, 1583, 1591, 1595, 1597, 1600, 1648, 1699, 1705, 1719, 1731, 1806, 1859, 1974, 2128, 2144, 2171, 2498, 2501, 2556.

7. COSTS TO STUDENTS

Includes tuition charges, student loans, scholarships, and fellowships.

1960. Alden, Vernon R. College Policy and the Economy in the Years Ahead. *Coll. Board Review*, No. 34, 27–32, Winter 1958. (*Author:* Associate Dean, Graduate School of Business Administration, Harvard University.)

"Tuition increases, extensive student loans, and extended student enrollments are recommended for private colleges."

1961. Berry, Charles Albert, Jr. *Student Part-Time Employment Policies and Practices in Negro Land-Grant Colleges.* Bloomington: Indiana University, 1954. 163 p. Abstract in *Diss. Abstracts*, 14: 622–623, April 1954.

Unpublished doctoral dissertation (Ed. D.). Purposes: "(1) To analyze student employment policies and practices in these colleges, (2) to determine the extent to which the needs of students for employment might affect administrative policies, and (3) to develop conclusions and recommendations for possible revision or modification of present practices."

1962. Cameron, Meredith E. Women's Colleges and Scholarships. *Assoc. Amer. Coll. Bull.*, 42: 233–239, May 1956. (*Author:* Academic Dean, Mount Holyoke College, Massachusetts.)

"College thinking about scholarships is changing; the thinking of students and their families, of schools and of alumnae has not kept pace with it." Poses and answers two questions: "What role do scholarships play in the economy and make up of privately endowed colleges in general and of women's colleges in particular?" and "Who should receive scholarships, and in what amount?"

1963. Craig, W. Bradford. *How to Finance a College Education.* New York: Henry Holt & Co., 1959. xiii,79 p. (*Author:* Director, Bureau of Student Aid, Princeton University.)

"The purpose of this book is to point out plans which will assist families in meeting college expenses. No student of ability should be discouraged from going to college because of expense." Contains eight information chapters: I. Planning, How, When, Where? II. College Costs. III. Employment. IV. Loans. V. Prepayment Plans. VI. Savings and Insurance. VII. Scholarships. VIII. The College Viewpoint. Bibliography, nine titles.

1964. De Cicco, Ernest M. The Economics of College Tuition. *New Leader*, 41: 9–10, Jan. 20, 1958.

Advocates increases in tuition, but also feels many costly services promised the student should be either reduced or eliminated.

1965. Fels, William C. Charging the Full Cost of Tuition. *Coll. Board Review*, No. 36, 17–19, Fall 1958. (*Author:* President, Bennington College, Vermont.)

Reports increase in tuition, board, room, and health services at Bennington College to the full cost, $2,650. "However, the plan encompassed a provision for adjusting fees to family resources. . . . Thus total charges range downward from $2,650 to $1,050."

1966. Fontaine, Thomas D. The Impact of National Science Foundation Fellowships on Scientific Training and Education. *Grad. Jour.*, 2: 95–108, Spring 1959. (*Author:* Head, Fellowship Section, National Science Foundation.)

States five guiding principles of the fellowship programs of the Foundation and gives detailed reports on four groups of fellowships, chiefly those for graduate students. Tabulates, by years, 12,391 applications received, resulting in award of 3,701 fellowships, 1952 to 1959.

1967. Goheen, Robert F. The National Woodrow Wilson Fellowship Program of the Association of Graduate Schools in the Association of American Universities. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1955, p. 49–80. (*Author:* National Director, Woodrow Wilson Fellowship Program.)

Report for 1954–55 of the program's third year of operation, with 1,522 nominations and 161 fellowships granted. Gives status of present fellows and record of previous fellows. Includes 16-page discussion.

1968. Gresham, Perry Epler. College Giveaway. *Assoc. Amer. Coll. Bull.*, 43:

406–409. Oct. 1957. (*Author:* President, Bethany College, West Virginia.)

"Last June a bright high school senior in a Midwestern town received scholarship offers totaling more than $25,000. . . . A top football player has a still better opportunity. . . . The college loan fund appears to be a casualty. Why should a student *borrow* funds when he can get his academics for nothing? . . . A constructive solution to the problem is not easy. A new public attitude must emerge. . . . Four corrective measures appear to be indicated. Scholarships should be confined to need, parents who pay full tuition for their children should be honored, educational loans should replace many scholarships, and a new system of recognition devised for scholastic excellence."

1969. Hackett, Roger C. Tuition Rates in Public Junior Colleges. *Jun. Coll. Jour.*, 25: 229–230, Dec. 1954. (*Author:* Dean, Canal Zone Junior College.)

Tabulates tuition charges for 267 public junior colleges, varying from $0 to $300 or more per year. "More than 38 percent of all public junior colleges in the United States charge no tuition at all to local residents."

1970. Harris, Seymour E. Charging the Student Tuition on the Basis of Costs. *Educ. Record*, 40: 24–28, Jan. 1959. (*Author:* Professor of Economics, Harvard University.)

Discusses some of the difficulties involved in determination of true costs, but advocates the plan as a basis of substantial increases in tuition. "A fuller version of the problem of pricing of college services, presented in a three-year study financed by the Ford Foundation, will be available in about a year. That version, which includes material not presented here, stresses the case for higher tuition on grounds of equity and practicality."

1971. ——— Student Credit Could End Colleges' Financial Plight. *Coll. Board Review*, No. 37, 18–22, Winter 1959. (*Author:* See No. 1970.)

"In view of this plight of institutions on the one hand and of families on the other, I propose a revolutionary expansion of loans for college expenses: provisions of loans totaling one and a half billion dollars a year within a few years and rising to a total of two and a half billion dollars a year by 1970. These sums of course far exceed the maximum of 90 million dollars a year for college student loans to be provided under the National Defense Act of 1958. . . . My proposal envisions furnishing loans that would average $1,000 per year . . . to all students in private colleges and universities who need them. . . . Loans averaging $500 annually would be furnished all students in public colleges and universities needing them."

1972. Hollis, Ernest V. *and* associates. *Costs of Attending College: A Study of Student Expenditures and Sources of Income.* Washington: Government Printing Office, 1957. (U.S. Office of Education, Bulletin, 1957, No. 9.) v,91 p. Summarized in articles by E. V. Hollis in *Higher Educ.*, 13: 141–143, April 1957; and in *Assoc. Amer. Coll. Bull.*, 43: 595–601, Dec. 1957. (*Authors:* With U.S. Office of Education.)

Based on questionnaire returns from random sample of 15,316 students in 110 institutions in 42 states. "The cost of attending undergraduate college during 1956-57 averaged $1,500 a school year at public institutions, and $2,000 at private ones. . . . Students and their families paid more than three-fifths of the cost. . . . Scholarships accounted for slightly less than 5 percent of total income of all students." Bibliography, 25 titles.

1973. Iffert, Robert E. College Scholarship Funds—Investment or Speculation? *Higher Educ.*, 13: 143–146, April 1957. (*Author:* With U.S. Office of Education).

Based on No. 1786. "Some of the gross findings of this study which bear on the relationship between scholarship funds and the characteristics of the users are reported here. During the period 1950–54 about 25 percent of all college students in the Retention and Withdrawal Study [No. 1786] received some form of scholarship aid." Analyzes scholarship holders from various viewpoints. Conclusion: "Available evidence indicates that under present practices of awarding scholarships there is waste and inefficiency."

1974. ——— Scholarship Funds and Extracurricular Activities. *Higher Educ.*, 14: 41–55, Nov. 1957. (*Author:* See No. 1973.)

A continuation of the study (No. 1973) based upon No. 1786. "Further data from the Study are presented here, largely in tabular form, to compare the contribution being made to organized extracurricular activities on the campus by students who received no scholarship assistance with those having some but less than half of their college expenses paid from scholarship funds and with those having half or more of their expenses paid from scholarship funds." Conclusion: "Expressed in terms of the marketplace, scholarship money bought more participation in extracurricular activities among men than among women. Among men, the best buy was in intercollegiate athletics, and the poorest buy was in curriculum-related activities. Among women, the best buy was at the student government counter, and the poorest investment was in management."

1975. Isaacson, Lee E. *and* Amos, Louise C. Participation in Part-Time Work by Women College Students. *Pers. & Guid. Jour.*, 35: 445–448, March 1957. (*Authors:* (1) Assistant Professor of Education, Purdue University, Indiana; (2) Teacher-Counselor, Huntsville High School, Alabama.)

A questionnaire study "designed to investigate the extent and nature of participation in part-time work by women students in a midwestern, State-supported university. The types of jobs held, the rates of pay, the hours worked, and the reasons for working were included in the study." Covers "all undergraduate women students living on campus during the fall semester of the 1954–55 school year."

1976. Johnson, Eldon L. Is the Low-Tuition Principle Outmoded? *Coll. Board Review*, No. 38: 16–18, Spring 1959. Also in remarks of Senator Styles Bridges, *Congressional Record*, 105; 15095–15097, Aug. 20, 1959. (*Author:* President, University of New Hampshire.)

A denunciation of the view that only higher tuition and student loans can solve the financial problems of higher education.

1977. Josephs, Devereux C. College on Credit. *Think*, 25: 7–9, May 1959. (*Author:* Chairman of the Board, New York Life Insurance Co., New York.)

"The solution to the problem is clear and simple: Colleges should raise tuition fees to charge to the students the full cost of his education, and what the student or his parents cannot pay from past savings and current earnings *they should borrow*. After all, this is the decision that 70 percent of American families make when confronted with the purchase of an automobile. . . . The time has come for all of us to regard borrowing for an education as a sensible and natural act. For too long it has been regarded as slightly disreputable."

1978. Ludlum, Robert P. How High Should Tuition Go? *Educ. Record*, 39: 306–310, Oct. 1958. (*Author:* President, Blackburn College, Illinois.)

"To suggest that tuition should be raised to the point where it would cover the cost of instruction is to make not only a new suggestion but also one that runs counter to convictions we have held for centuries." States various reasons for the change and quotes several individuals as opposed to the plan on the basis of broad social values.

1979. Mattingly, Richard C. *Scholarships and Fellowships: A Selected Bibliography.* Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 7.) iii,28 p. (*Author:* With U.S. Office of Education.)

"An attempt has been made to include in this bibliography articles and other material describing research studies in the field of financial aid to students and in related areas. These areas cover plans of high school seniors, academic performance of scholarship holders, problems of administration of scholarship programs, and proposals for more student financial aid." Includes 120 annotated titles.

1980. ——— *Financial Aid for College Students: Graduate.* Washington: Government Printing Office, 1957. (U.S. Office of Education Bulletin, 1957, No. 17.) vi,151 p. (*Author:* See No. 1979.)

Lists data on graduate fellowships, loans, and teaching and research assistantships available in each of 330 institutions in 1955–56. Fellowships are listed separately for each major field of study. Reports a total of 24,885 fellowships available, with value of $18,000,000. Review by F. W. Ness, *Assoc. Amer. Coll. Bull.*, 43: 644–647, Dec. 1957.

1981. Monro, John Usher. Capitalizing on the Federal Loans for Students. *Coll. Board Review*, No. 37, 12–17, Winter 1959. (*Author:* Dean, Harvard College, Harvard University.)

"The new National Defense Student Loan Program confronts the American college and university community with a quite remarkable opportunity and some equally remarkable problems."

1982. New Ways to Finance a College Education: More Millions for Loans to Students. *U.S. News*, 47: 52–54, Aug. 17, 1959.

"Now, if you're short of cash, you can still go to college by borrowing. More loan money is available to students today than before. And more students are willing to borrow. It's an important new trend in education." States that in 1955–56 loans to students amounted to $40 million. Quotes

W. W. Hill, Jr., of College Life Insurance Company of America, as predicting that in less than 10 years such loans will exceed a billion dollars a year.

1983. Owens, Robert Leon, III. *Financial Assistance for Negro College Students in America: A Social Historical Interpretation of the Philosophy of Negro Higher Education.* Iowa City: State University of Iowa, 1953. 227 p. Abstract in *Diss. Abstracts*, 14: 51–52, Jan. 1954.

Unpublished doctoral dissertation (Ph. D.). "The purposes of this study were to collect as much data as possible concerning financial assistance accessible for the education of Negro college students, to ascertain the aims of Negro higher education, and to relate, if possible, the extent to which financial assistance available influences the general philosophy of Negro higher education." Based on data secured from 250 Foundations, State departments of education, Negro fraternal and religious organizations, and numerous other sources.

1984. Perkins, John Alanson. Financing Higher Education: Perspectives and Possibilities. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 71–81. Also in *Educ. Record*, 40: 99–107, April 1959. (*Author:* President, University of Delaware.)

"There have been, broadly speaking, two ideas put forth on how to get the needed money—from the students or from the Government. The first has been promoted by some industrialists and popularized by *Fortune Magazine* and the ubiquitous Mr. Beardsley Ruml. It suggests that higher education, private and public alike, should charge students the full cost of that education. States arguments against this method and in favor of the second.

1985. Phillips, Charles F. Meeting the Cost of a College Education Without Federal Aid. *Assoc. Amer. Coll. Bull.*, 43: 339–348, May 1957. (*Author:* President, Bates College, Maine.)

"Personally I believe that private means can be found to solve this problem of the able student who lacks the money for college . . . without recourse to the Federal government." Discusses increasing tuition costs, what the student and his family can do, current outside aids, and a private loan program, especially the work of the newly organized Massachusetts Higher Education Assistance Corporation, formed by a group of private citizens.

1986. Pierpont, Wilbur K. A Sense of Proportion is Needed on Our Tuition and Fee Charges. *Coll. & Univ. Bus.*, 27: 30–33, July 1959. (*Author:* Vice President, University of Michigan.)

Discusses various factors to be considered in setting fair tuition fees, including program costs, future earning power, institutional objectives, social interest and need, income levels of economic groups, and financial resources.

1987. Pirkle, William Broughton. *A Study of the State Scholarship Aid Program for Negroes in Georgia, 1944–1955.* Auburn: Alabama Polytechnic Institute, 1956. 208 p. Abstract in *Diss. Abstracts*, 16: 2078–2079, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Purpose: To collect and organize data on scholarship programs for the higher education of Negroes in the State. Cost of the program rose from $1,044 in 1944 to $208,000 in 1955. There were five recipients in 1944 and 1,790 in 1955, with a total of 5,118 for the entire period. Recipients attended 121 colleges in 30 states and pursued 92 fields of study. Recipients were drawn from 138 of the 159 counties in the State.

1988. Potter, Virginia Bosch. *Fellowships in the Arts and Sciences, 1959–1960.* Washington: Association of American Colleges, 1958. 2d edition. viii, 195 p.

First edition (1957, 126 p.) by L. Virginia Bosch. Second edition contains descriptions of fellowship offerings from private foundations, Government agencies, professional societies, industry, and other sources outside the universities themselves. Includes names and addresses of fellowship programs, deadline dates for applications, requirements for applicants, stipend levels, citizenship requirements, and other details. Seven chapters: I. Advice to Applicants. II. Predoctoral Fellowships. III. Postdoctoral Fellowships. IV. Senior and Faculty Awards. V. Fellowships for Study Abroad. VI. Summer Awards. VII. Loans. Appendix contains alphabetical list of all awards and bibliography of other publications.

1989. Radcliffe, Shirley. College and University Student Loan Programs. *Higher Educ.*, 15: 1–6, Sept. 1958. (*Author:* With U.S. Office of Education.)

Analysis of extent of use of loan funds in 1,650 colleges, of which 90 percent had such funds available. Slightly over half of the available loan funds were borrowed in 1955–56.

1990. Rosenhaupt, Hans. Report of Woodrow Wilson National Fellowship Foundation. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 60–70. (*Author:* Director, Woodrow Wilson National Fellowship Foundation.)

Covers the period July 1957 to Oct. 1958, beginning with incorporation of the Foundation July 8, 1957, and embracing the Foundation's first year of operation under the $24.5 million grant from the Ford Foundation. Gives many details concerning 255 fellows who entered graduate schools in 1957, and discusses selection and recruitment, and relations with graduate schools and with the U.S. Office of Education.

1991. Roth, Sydney M. Why Shouldn't We Finance Careers as We Do Houses? *Coll. & Univ. Bus.*, 21: 24–26, Dec. 1956. (*Author:* With Roth Brothers & Co., Chicago.)

Presents a plan in considerable detail for financing a college education through long-term student loans. "A good college education, according to authoritative figures, adds an average of $100,000 to lifetime earnings. . . . . A property having sufficient earning power to be worth $100,000 should be considered adequate collateral for a loan of the full cost of a college or university course, including advanced degrees."

1992. Rummell, Frances V. Education While You Work. *Readers' Digest*, 182–184, Sept. 1958. Condensed from *Today's Living*, Aug. 10, 1958.

States that 75 percent of men and 50 percent of women students earn part of their expenses in college and one out of seven pays his entire way. Reports various methods used, and changing nature of them.

1993. Sherwood, Paul Milton. *Student and Family Attitudes Toward Financing the College Experience.* Pittsburgh, Penn.: University of Pittsburgh, 1956. 96 p. Abstract in *Diss. Abstracts*, 17: 66, Jan. 1957.

Unpublished doctoral dissertation (Ph. D.). "The basic assumption of this thesis is that students and their families should do all in their power to make it possible for the student to devote his full time during the academic year to the total college experience. The problem of the thesis is to test the extent to which students and their families accept the assumption." Based on personal interviews with, and financial summaries by, 72 men at University of Pittsburgh who were working 20 hours per week or more, and 54 also at the University, who were not working at all. Students and their families were rated on a 5-point scale. Conclusion: "The findings of this study challenge colleges and universities to take more aggressive steps to acquaint students and their families with the values to be derived from college in both its curricular and extra-curricular aspects."

1994. Shipps, Herman M. Scholarships Do Education a Great Disservice. *Coll. & Univ. Bus.*, 11: 17, Oct. 1951. (*Author:* Vice President and Director of University Relations, Ohio Wesleyan University.)

"It is my opinion that granting scholarships is the poorest method of interesting students that has been devised and that it has done more disservice to the cause of education than any other factor." States six reasons for his opinion.

1995. Slinkard, Tom. How to Stay in College on $100. *Coronet*, 38: 91–95, Sept. 1955.

Says that an average high school graduate should be able to appear on a college campus with as little as $100 and have a good chance of parlaying it into 4 years of higher education. A survey made by *Coronet* showed that even more students than earlier are now working their way through college.

1996. Solow, Herbert. Colleges Are Too Cheap. *Fortune*, 56: 161–163, 186–192, Sept. 1957. (*Author:* Editor, *Fortune Magazine*.)

"Tuition fees, though high, nowhere near cover costs. With a three-million student body and a $3-billion teaching budget, both due to double by 1970, U.S. colleges need more gifts, more efficiency, still higher fees."

1997. Stickler, W. Hugh. Graduate Fellowships and Assistantships in State Universities and Land-Grant Colleges. *Higher Educ.*, 13: 124–127, March 1957. (*Author:* Director of Educational Research and Service, Florida State University.)

Reports practices in each of 34 institutions, showing number of appointments, funds available for support, and sources of these funds.

1998. *Student Loans: Their Place in Student Aid.* Washington: Kiplinger Associates, 1956. v,73 p.

Based on questionnaire responses from 588 institutions, 386 of which had loan funds for students, 202 of which had no such funds. Gives answers to these questions: How much money is available for student loans? How much is loaned? At what interest rates? Under what terms and conditions? Average size of loan? What do educators think about student loans?

1999. Turner, Fred H. Student Loans? No Thanks. *Rotarian*, 83: 22–24, Sept. 1953.

States that many students who need help are unwilling to borrow and some are apparently unwilling to work part time to assist themselves financially. However, students will accept scholarships.

2000. Walker, Edwin R. A New Plan for Financing a College Education. *Sch. & Soc.*, 83: 10–11, Jan. 7, 1956. Reprinted in *Coll. Board Review*, No. 28, p. 16, Winter 1956. (*Author:* President, Queens College, North Carolina.)

Describes plan adopted at Queens College and commented on favorably in *The American Banker* and *The Wall Street Journal*. "The purpose of this plan is to allow parents of selected students to spread the cost of a college education over a period of from six to eight years and to pay for it monthly."

2001. West, Elmer D., *ed. Background for a National Scholarship Policy.* Washington: American Council on Education, 1956. ix,160 p. (*Author:* Staff member, American Council on Education.)

"A scholarship program should have these general features. It should (1) Identify the talented. . . . (2) Inspire the talented to want the maximum intellectual development possible. . . . (3) Implement the aspirations developed." Titles of four sections: The Problem, Sources of Funds, Motivational Factors Relating to College Attendance, Administration of Scholarship Programs. Bibliography, 347 titles.

2002. Wilkins, Theresa Birch. *Financial Aid for College Students: Undergraduate.* Washington: Government Printing Office, 1957. v,232 p. (U.S. Office of Education Bulletin, 1957, No. 18.) (*Author:* With U.S. Office of Education.)

Lists data on undergraduate scholarships, loans, and employment opportunities available in each of 1,562 institutions of higher education in 1955–56. Reports total of 237,370 scholarships with value of $66,000,000. Refers to similar compilations in 1931, 1936, and 1951. Review by F. W. Ness, *Assoc. Amer. Coll. Bull.*, 43: 644–647, Dec. 1957.

2003. Wittekind, Warren O. How 62 American Colleges Are Handling Short-Term Emergency Loans. *Coll. & Univ. Bus.*, 24: 39–40, June 1958. (*Author:* Field Relations Director, Nebraska State Teachers College, Chadron.)

Based on study, under grant from Carnegie Corporation of New York, of practices in 62 colleges in nine States of the Great Plains area. Purpose: To find the best way to handle short-time loans to students.

2004. Young, Francis Roman. *Subsidation of Students in Teacher Training Institutions.* Ann Arbor: University of Michigan, 1950. 101 p. Abstract in *Micro. Abstracts*, 10: 152–153, No. 4, 1950.

Unpublished doctoral dissertation (Ph. D.). "This study was undertaken with the purpose of determining the extent to which students in teacher training institutions are being subsidized by public and private funds, the policies which govern the administration of these funds, and the judgments of the administrators concerning the effectiveness of present programs as well as their recommendations for changes." Based on questionnaire responses from 153 member institutions of American Association of Colleges for Teacher Education.

See also Nos. 125, 191, 222, 228, 232, 253, 254, 266, 287, 470, 638, 640, 641, 645, 651, 652, 655, 656, 657, 665, 667, 671, 676, 678, 680, 681, 682, 716, 1109, 1133, 1453, 1488, 1502, 1503, 1595, 1625, 1647, 1684, 1731, 1781, 1833, 1837, 1864, 1902, 1924, 1931, 2175, 2192, 2400, 2401, 2402, 2411, 2421, 2423, 2424, 2435, 2452, 2468, 2479, 2480.

X. *Administration of Curriculum and Instruction*

Does not include consideration of curriculum in subject matter fields, except for a few of general nature concerning physical education.

1. GENERAL

2005. AARNES, G. HALE. *The Organization and Administration of Radio Stations Owned and Operated by Educational Institutions.* Columbia: University of Missouri, 1949. 172 p. Abstract in *Micro. Abstracts*, vol. 9, No. 3, 54–56, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies from 36 institutions, 72 percent of all institutions owning and operating radio stations. Abstract summarizes 15 major features and gives 12 recommendations.

2006. ADAMS, FRANK THOMPSON, JR. *Administering University Non-Credit Programs for Business Groups.* Gainesville: University of Florida, 1955. 246 p. Abstract in *Diss. Abstracts*, 15: 1540–1541, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Studies practices and procedures at member institutions of National University Extension Association and Association of University Evening Colleges involved in planning, organizing, financing, and administering non-credit services of various types.

2007. BENEZET, LOUIS T. How Many Cooks? Faculty Role in the Administration of Teaching. *Assoc. Amer. Coll. Bull.*, 41: 534–546, Dec. 1955. (*Author:* President, Allegheny College, Pennsylvania.)

"The underlying argument of this discussion will be that democracy is essential in college because the operation of teaching is not susceptible to command; and improvement in teaching comes only when the teacher feels moved to improve himself."

2008. CALDWELL, IRENE SMITH. *The Organizing Principle in the Curriculum of Christian Education: Protestant Trends.* Los Angeles, Calif.: University of Southern California, 1959. 247 p. Abstract in *Diss. Abstracts*, 20: 391–392, July 1959.

Unpublished doctoral dissertation (Ph. D.). "The problem of this study was to determine trends which seem to be emerging in regard to the nature of the organizing principle in Protestant religious education. Since the organizing principle has its foundations in both theological assumptions and learning theory, a treatment of these two areas became an essential part of the study. . . . It may be concluded that the Church is the organizing principle of the curriculum in Protestant Christian education."

2009. CHERINGTON, ERNEST H., JR. Ivory Tower of Babel. *Assoc. Amer. Coll. Bull.*, 41: 260–271, May 1955. (*Author:* Dean, University of Akron, Ohio.)

Discusses 5 major topics: Financial ability of students, preparation of students, motivation of students, ineffectiveness of instructional programs, and deterioration of quality of instruction.

2010. CHRISTIANSEN, KENNETH ALEXANDER. *The Organization and Administration of College and University Radio Programming.* Columbia: University of Missouri, 1949. 172 p. Abstract in *Micro. Abstracts*, 9: 60–62, No. 3, 1950.

Unpublished doctoral dissertation (Ed. D.). Based on replies from 280 colleges and universities. Abstract gives summaries of 14 major features and 10 recommendations.

2011. Cumming, William Kenneth. *College and University Activities in Television.* Iowa City: State University of Iowa, 1954. 684 p. Abstract in *Diss. Abstracts,* 14: 614–615, April 1954.

Unpublished doctoral dissertation (Ph. D.). Based on extended personal interviews at 15 institutions. "No attempt was made to include information on all colleges and universities in the nation."

2012. Deferrari, Roy J., *ed. The Curriculum of the Catholic College: Integration and Concentration.* Washington: Catholic University of America Press, 1952. viii,236 p. (*Author:* Secretary-General, Catholic University of America, Washington, D.C.)

Proceedings of the workshop conducted at Catholic University of America, June 12–22, 1951. Contains 14 chapters on various topics by different authors and reports of seminar discussions on history, philosophy, biology, English, and mathematics.

2013. Deutsch, Monroe E. The Foes of the Humanities. In Western College Association, *Proceedings,* 1952–1953, p. 47–54. (*Author:* Vice President and Provost, University of California.)

Defines "humanities" broadly and discusses various foes, both external and internal, which limit their fullest recognition in American higher education. "So my plea in simplest terms is: 'Let not the smoke of the world hide the heavens from our eyes!.'"

2014. Eckert, Ruth E. *and* Keller, Robert J., *eds. A University Looks at Its Program: The Report of the University of Minnesota Bureau of Institutional Research, 1942–1952.* Minneapolis: University of Minnesota Press, 1954. xii,223 p. (*Authors:* (1) Professor of Higher Education; (2) Director, Bureau of Institutional Research; both of University of Minnesota.)

"While the present writers had major responsibility for conducting and summarizing these studies, this volume constitutes another evidence of the teamwork so characteristic of the Minnesota program of institutional research." Contains 21 chapters of varied authorship covering enrollment trends, grading practices, curriculum development, various phases of the undergraduate program, specialized and graduate programs, faculty promotion problems, and student ratings of college teachers. Reviews by M. F. Dorsey, *Coll. & Univ.,* 30: 216–218, Jan. 1955; by T. R. McConnell, *Jour. Higher Educ.,* 25: 499, Dec. 1954; and by E. K. Fretwell, Jr., *Teach. Coll. Record,* 56: 286–288, Feb. 1955.

2015. Edmonson, James B. Responsibility for Diploma Mills. *Higher Educ.,* 10: 88–89, Jan. 1954. (*Author:* Dean, School of Education, University of Michigan; Chairman, Committee on Fraudulent Schools and Colleges, Association for Higher Education.)

Gives answers to eight questions regarding fraudulent institutions, based on information from State departments of education. Makes recommendations for improvement in the situation.

2016. Eells, Walter Crosby. Norms for Honorary Degrees in American Colleges and Universities. *Educ. Record,* 38: 371–381, Oct. 1957. (*Author:* Retired Professor of Education.)

Based on analysis of over 77,000 honorary degrees conferred by 542 regionally accredited 4-year institutions since their founding. Finds a median of 11 honorary degrees per 1,000 earned degrees, but with wide variations for different institutions. Norms given for various groups of publicly and privately controlled institutions, for Negro institutions, for women's institutions, and for members of Association of American Universities. Special reports on numbers conferred in 1954–55 and 1955–56.

2017. Fetty, Homer D. *The Feasibility of an Alternate Work-Study Program on the College Level for the Los Angeles Area.* Los Angeles: University of Southern California, 1951. Abstract in University of Southern California, *Abstracts of Dissertations,* 1951, p. 328–332.

Unpublished doctoral dissertation (Ed. D.). Based on interviews with 17 heads of colleges in Los Angeles county; questionnaires to 27 colleges in other states maintaining formally organized cooperative courses; and questionnaires to business and industrial firms in Los Angeles area employing 21,000 persons. Of these firms 99 percent approved the plan in principle and 66 percent expressed willingness to serve on advisory committees.

2018. Gillis, John William. *The Attitudes of Purdue Engineering Alumni, Faculty, and Students Toward the Goals of General Education.* Lafayette, Ind.: Purdue University, 1958. 360 p. Abstract in *Diss. Abstracts*, 19: 710–711, Oct. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of 26 possible goals of college education (16 concerning general education and 10 concerning specialized education), as judged by 3,799 engineering alumni, 173 engineering faculty, 217 engineering seniors, and 246 engineering freshmen. "Many of these results could be of value to teachers, counselors, and administrators engaged in engineering education."

2019. Glancy, Keith E. *Administrative Practices and Opinions Relative to Non-Credit Adult Education Programs in Selected Colleges and Universities.* Lafayette, Ind.: Purdue University, 1958. 261 p. Abstract in *Diss. Abstracts*, 18: 2038–2039, June 1958.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 524 individuals in 293 major colleges and universities. Includes 31 statements of opinion concerning administrative practices.

2020. Glicksberg, Charles I. Student Ethics and the Honor System. *Sch. & Soc.*, 85: 181–183, May 25, 1957. (*Author:* Professor of English, Brooklyn College, New York.)

"If the conclusions, written or oral, frankly made by thousands of students at Brooklyn College are representative of student thinking and student behavior in the United States, then it is rare, indeed, to find a student who, at some time in his academic career, has not engaged in the practice of cheating." Discusses implications of the situation and partial introduction of the honor system at Brooklyn College.

2021. Glyer, Richard Theodore. *Ritual and Ceremony in Higher Education.* Stanford, Calif.: Stanford University, 1957. 465 p. Abstract in *Diss. Abstracts*, 18: 885, March 1958.

Unpublished doctoral dissertation (Ed. D.). "The first and chief enterprise of the study is an exploration of the nature of ritual and ceremony, and their bearing upon cultural continuity. Examples taken from college life show how they are employed in and how they affect higher education. . . . A whole conceptual area which, to judge from materials available on ritual and ceremony, was heretofore largely unexplored."

2022. Griswold, Alfred Whitney. The Fine Arts and the University. *Atlantic*, 203: 53–56, June 1959. (*Author:* President, Yale University.)

"The rise of the fine arts in the universities has paralleled their rise in the nation to the highest and most promising stage of their development. May we not expect the momentum to continue?"

2023. Grondahl, Teg C. The American Universities Field Staff: A New Approach to the Study of Current Developments in Foreign Areas. *Assoc. Amer. Coll. Bull.*, 41: 389–396, Oct. 1955. (*Author:* Executive Associate, American Universities Field Staff.)

Reports organization, personnel, and financing of 5-year-old agency for providing American institutions with recent and authoritative information on developments and conditions in important foreign areas.

2024. Haefner, Alfred E. Honoris Causa. *Jour. Higher Educ.*, 29: 321, 351, June 1958. (*Author:* Professor of Greek, Wartburg College, Iowa.)

"I should like to propose the following seven debatable theses and defend them as fundamental to a sound and respectable policy concerning honorary degrees." Advocates only three honorary degrees.

2025. Hayward, Sumner C. New Approaches to Collegiate Liberal Arts College-Wide Independent Study. *Lib. Educ.*, 45: 227–241, May 1959. (*Author:* Secretary, Chatham College, Pennsylvania.)

Proposes various academic time-tables: 2-day cycle, 3-months cycle, 3-quarter cycle, schedule for a 3-man department, and teaching and vacation schedules for 3-member departments.

2026. Heald, Henry T. *and* Morrison, Donald H. *Better Utilization of College Teaching Resources.* New York: Fund for the Advancement of Education, Oct. 1956. 45 p. (*Authors:* (1) Chancellor, New York University; Chairman of the Committee, 1955–56; (2) Provost, Dartmouth College, New Hampshire; Chairman of the Committee, 1956–57.)

Report of the Committee on Utilization of College Teaching Resources. "The Fund for the Advancement of Education has for several years been concentrating on the question of how the quality of education can be maintained or, hopefully, improved in the face of rising enrollments at all levels of the educational system." Reports that nearly 1,100 proposals were received from all types of higher education institutions. These were classified into six general categories: (1) Putting a larger responsibility on the student for his own learning, (2) basic revision of the curriculum to eliminate nonessential courses and avoid duplication and overlapping, (3) using nonprofessional assistants to relieve the load on professionally educated faculty members, (4) use of mechanical and electronic devices, (5) variations in class size, (6) institutional arrangements that affect faculty work loads. Proposals for experiments under each of these heads are described. Two-thirds of the published report is devoted to separate descriptions of experiments carried out at 31 institutions.

2027. HENZLIK, FRANK E. What Should Colleges Teach? *Sch. Exec.*, 74: 47–49, Feb. 1955. (*Author:* Dean, University of Nebraska.)

Notes that more and more students are attending college. Considers whether they should receive a classical education or preparation for modern life.

2028. HOLT, LEE E. Breaking Departmental Barriers. *Jour. Higher Educ.*, 29: 38–40, 58. Jan. 1958. (*Author:* Professor of English, American International College, Massachusetts.)

Reports methods used in conducting a successful intersession course at University of Massachusetts jointly by a professor of history and a professor of literature, one emphasizing a lecture method, and the other stressing discussion. "The method of conducting such a class is capable of infinite variation. . . . It would seem to this writer that every college should give its students at least one experience like the one afforded by the course here briefly described."

2029. HUDSON, ROBERT IRWIN. *Cooperative Degree Programs in American Colleges and Universities.* East Lansing: Michigan State University, 1955. 145 p. Abstract in *Diss. Abstracts*, 15: 1532–1533, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 46 colleges having cooperative programs, and from 68 employers of graduates of such programs. Cooperative programs were found to exist in 56 colleges with total cooperative enrollment of 18,634 students in 1953. Two-thirds of them were in some type of engineering. "Ample opportunities exist for the expansion of the cooperative system in colleges."

2030. JONES, HOWARD MUMFORD. Undergraduates on Apron Strings. *Atlantic*, 196: 45–48, Oct. 1955. (*Author:* Professor of English, Harvard University; former Dean, Graduate School.)

Laments the passing of the free elective system and explains why the compulsory and windy courses of today are having such a juvenile effect upon the college undergraduate.

2031. JUSTMAN, JOSEPH *and* MAIS, WALTER H. *College Teaching: Its Practice and Its Potential.* New York: Harper & Bros., 1956. viii,257 p. (*Authors:* (1) Professor of Education; (2) Professor of Physics; both of Brooklyn College, New York.)

"In writing this book . . . we do not presume to tell college teachers how to teach. Our aim is to help the college teacher or prospective college teacher toward a better vision and accomplishment of his professional undertaking. . . . Accordingly the substance of this book represents a considered mean between a discussion of educational principles and a compendium of special practices." In 10 chapters, as follows: I. Goals of College Teaching. II. Responsibility of the College Teacher. III. Professional Growth of the College Teacher. IV. and V. The Teacher and His Students. VI. and VII. The College Curriculum. VIII. Principles of Teaching Method. IX. Techniques of Instruction. X. Evaluating Learning and Teaching.

2032. KELLY, FRED J., *ed.* *Improving College Instruction.* Washington: American Council on Education, July 1951. vi,195 p. (*Author:* With U.S. Office of Education.)

Report of a conference at Chicago, Dec. 7–9, 1950, sponsored by American Council on Education and U.S. Office of Education. Gives text of addresses and full reports of six study groups devoted to (1) program and course objectives, (2) improvement of teaching methods, (3) evaluation of student progress, (4) use of institution-wide agencies in improving teaching, (5) evaluation of teaching effectiveness, and (6) institutional conditions favorable to faculty improvement. Bibliography, 93 titles.

2033. LEONARD, ROBERT W. The Three-Term System. *Jun. Coll. Jour.*, 28: 198–202, Dec. 1957. (*Author:* Instructor, Green Mountain College, Vermont.)

"The value of three terms against two semesters is being currently debated in many colleges." Summarizes replies to a questionnaire concerning their relative merits from 51 institutions. "Green Mountain feels that the advantages [of the term plan] far outweigh the disadvantages." Gives many quotations from responding institutions, especially from those which have tried both systems.

2034. Limbert, Paul M., *ed.* *College Teaching and Christian Values.* New York: Association Press, 1951. 187 p. (*Author:* President, Springfield College, Massachusetts.)

"This book grows out of the conviction that college teaching is a crucial and strategic 'front' in the struggle today between Christianity and secularism. . . . The aim was to secure chapters from eight contributors, each of whom is engaged in college or university teaching and has given special attention to the religious and ethical implications of his particular field of study." Includes chapters on physical sciences, biology, history, economics, sociology, psychology, literature, and religion. Review by V. Obenhaus, *Relig. Educ.*, 47 : 300, July 1952.

2035. McCune, Shannon; Barber, C. L.: Sheehan, Donald; *and* Stoke, Stuart M. *The New College Plan: A Proposal for a Major Departure in Higher Education.* Amherst, Mass.: 1958. 55 p. Sumarized in article by same authors as "A Fresh Start," *Grad. Jour.*, 2: 83–94, Spring 1959. (*Authors:* (1) Provost, University of Massachusetts, *Chairman;* (2) Professor of English, Amherst College, Massachusetts; (3) Assistant to the President, Smith College, Massachusetts; (4) Professor of Psychology and Education, Mt. Holyoke College, Massachusetts.)

A study supported by a grant from the Fund for the Advancement of Education. Describes plan for the four colleges within a radius of 5 miles, to provide for various types of cooperation—exchange of students for particular courses, joint appointment of specialists, joint broadcasting, and for cooperative graduate programs. Emphasizes especially cooperation in establishment of a fifth college to be created in the area, which the existing institutions would sponsor and with which they would maintain close working relations. For extended editorial comments, see *Jour. Higher Educ.*, 30: 109–111, Feb. 1959; and 30: 285–286, May 1959.

2036. Marcus, J. D. *A Study of Opinions Toward Off-Campus College Credit Courses.* East Lansing: Michigan State College 1953. 188 p. Abstract in *Diss. Abstracts*, 13: 701–702, No. 5, 1953.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires distributed to off-campus students of the four colleges of education in Michigan in 1952–53; to instructors in departments of these colleges who usually teach off-campus courses; and to the 83 county superintendents of schools of the State.

2037. Marshall, Max S. Upward by Degrees. *Sch. & Soc.*, 73: 49–52, Jan. 27, 1951. (*Author:* Professor of Microbiology, University of California.)

Discusses rapid development of new academic degrees. States that "no degree should be coined without national approval" preferably by a federation of universities.

2038. Miller, Walter E. A Proposed Collegiate Calender. *Jour. Higher Educ.*, 27: 330–331, 350, June 1956. (*Author:* Assistant Professor of Chemistry, City College, New York.)

"The proposal herein made is that the school week consist of but four days on which classes are held and one day on which no classes are scheduled, this day preferably being one in the middle of the week. Many advantages of such a scheme are immediately apparent."

2039. Morton, Robert Lee. Student Opinions of Textbooks. *Jour. Higher Educ.*, 23: 209–212, April 1952. (*Author:* Professor of Education, Ohio University.)

Reports ratings by 5,604 students at Ohio University on a 5-point scale of the value of the textbooks used in their courses. "Perhaps there is need for a serious study by college teachers of the problems of textbook selection. Surely there is a need for better textbooks."

2040. Organ, Troy Wilson. The Chapel in a Liberal Arts College. *AAUP Bull.*, 38: 90–95, Spring 1952. (*Author:* Professor of Philosophy, Pennsylvania State College for Women.)

Describes and evaluates four types of chapel services in liberal arts colleges.

2041. Peikert, Cecilia H. *The Status of the Museum on College and University Campuses Having Accredited Schools of Education.* Iowa City: State University of Iowa, 1956. 248 p. Abstract in *Diss. Abstracts*, 16: 1636–1637, Sept. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaires sent to 144 museums at 127 institutions, and a detailed study of "ten museums selected from the total group on the basis of program activity, but encompassing a variety of types, sizes, and locations."

2042. Pitkin, Royce S. The Goal of Maturity. *Sat. Review*, 41: 20–21, 50, Sept. 13, 1958. (*Author:* President, Goddard College, Vermont.)

Says that chief thing wrong with American colleges is their expectation of educating creative students with outmoded tools. Students enter college eager for stimulating teachers and ideas, but meet regimentation and frustration. Urges greater emphasis on independent study.

2043. Raup, R. Bruch; Axtelle, George E.; Benne, Kenneth D.; *and* Smith, B. Othanel. *The Improvement of Practical Intelligence: The Central Task of Education.* New York, Harper & Bros., 1950. ix,303 p. (*Authors:* (1) Professor of Education, Teachers College, Columbia University; (2) Professor of Education, New York University; (3) and (4) Professors of Education, University of Illinois.

"Our book was published originally in 1943 as the 28th Yearbook of the National Society of College Teachers of Education, under the title *The Discipline of Practical Judgment in a Democratic Society*. . . . An insisitent and growing demand for additional copies has led to the present republication. The authors have decided reluctantly to limit revisions of the original edition to a minimum." Organized in 14 chapters in three parts: I. Why We Need a Method of Practical Judgment. II. Principles of Method in Practical Judgment. III. Putting the Method to Work. Bibliography, 169 titles, mostly prior to 1943.

2044. Religion in Higher Education: A Journal Symposium. *Jour. Higher Educ.*, 23: 350–371, Oct. 1952.

Includes three major articles: (1) "Native Growth or Import," by Margaret L. Wiley, Brooklyn College, New York; (2) "The Place of Religion in Higher Education," by Gregory Vlastos, Cornell University, New York; (3) "College Faculties and the Religious Viewpoint," by Howard W. Hintz, Brooklyn College, New York. Followed by four discussions of Miss Wiley's article by E. E. Aubrey, University of Pennsylvania; Will Herberg, New York University; Douglas Knight, Yale University; and B. E. Melland, University of Chicago.

2045. Riggleman, Leonard. Honorary Degrees: Colleges Are Usually Honest. *Pride*, 1: 20–21, May 1957. (*Author:* President, Morris Harvey College, West Virginia.)

"Institutions which confer honorary degrees are often accused of favoritism, ulterior motives, politics, and of the desire to curry favor with some particular group. Most colleges and universities, however, are more honorable and honest and maintain a higher level of integrity than this sort of criticism would indicate."

2046. Sanders, Jennings B. The Granting of Academic Degrees by Federal Institutions. *Higher Educ.*, 11: 130–134, May 1955. (*Author:* With U.S. Office of Education.)

Summarizes the experience of 7 national academies (Military, Naval (2), Air (2), Coast Guard, and Merchant Marine) with granting degrees, showing date of first degrees, total degrees conferred, accreditation, and other features. Total number conferred since 1933 was 26,318.

2047. Schelske, A. H. Semester and Quarter Plan of Organization. *North Cent. Assoc. Quart.*, 32: 342–348, April 1958. (*Author:* Faculty member, Minnesota State Teachers College, St. Cloud.)

Based on questionnaire responses from 263 member institutions of the North Central Association. Finds 211 of them on the semester plan, 41 on the quarter plan, and 1 on an annual plan; that 21 have changed to semester plan during last 10 years. Presents advantages and disadvantages of each plan.

2048. Simonitsch, Rev. Roland G. *Religious Instruction in Catholic Colleges for Men.* Washington: Catholic University of America Press, 1952. 327 p.

Doctoral dissertation (Ph. D.). Based on personal visits to 30 Catholic colleges. Chapters are devoted to curricula, textbooks, content, departmental personnel, student personnel, grading standards, and summary. Conclusion: "For the Catholic educator, the term *Christian Education* can mean nothing but *Catholic Education.*" Bibliography, 71 titles.

2049. Stibitz, E. Earle. A Religious Point of View in Teaching the Liberal Arts. *Lib. Educ.*, 45: 249–262, May 1959. (*Author:* Associate Professor of English, Southern Illinois University.)

Claims that religious perspective can help the student toward greater intellectual unity and a deepened moral sense. "It is clearly no complete answer to the deficiencies of the liberal arts, but in a world of partial answers or no answers at all, even the most fragmentary 'solution' deserves attention."

2050. Tead, Ordway. *The Climate of Learning: A Constructive Attack on Complacency in Higher Education.* New York: Harper & Bros., 1958. 62 p. (*Author:* Member, Board of Higher Education, New York City.)

The John Dewey Society Lecturship No. 1. States factors that create an environment stimulating to both teacher and student. Evaluates the importance of clear and consistent objectives, flexibility of method, and close faculty-student relationships. Reviews by H. B. Dunkel, *AAUP Bull.*, 45: 294–295, June 1959; by E. F. Dolan, *AAUW Jour.*, 52: 106–107, Jan. 1959; by J. W. Bowyer, *Coll. & Univ.*, 34: 343–345, Spring 1959; by R. W. Hoffman, *Improv. Coll. & Univ. Teach.*, 7: 32, Winter 1959; by W. C. Black, *Jun. Coll. Jour.*, 29: 351, Feb. 1959; by R. Ulich, *Harvard Educ. Review*, 29: 63, Winter 1959; and by J. E. Dirks, *Relig. Educ.*, 54: 188, March 1959.

2051. Vandling, Alfred Lehman. *Some Basic Issues Underlying College Honor Systems.* Philadelphia: Temple University, 1957. 162 p. Abstract in *Diss. Abstracts*, 17: 2189, Oct. 1957.

Unpublished doctoral dissertation (Ed. D.). Examines basic issues inherent in organization and operation of honor systems at the college level. Philosophies of honor systems categorized into four types. Concludes that differences in philosophies make it impossible to establish a set of criteria for honor systems suitable for universal used. "Perhaps the major contribution of this study is the illustration of the many factors which must be considered before an evaluation of any honor system is attempted."

2052. Wiley, Joseph Barron. *An Analysis of Services and Costs of a University Audio-Visual Center With an Integrated Program of Production, Materials, and Professional Education.* Bloomington: Indiana University, 1956. 229 p. Abstract in *Diss. Abstracts*, 16: 2376–2377, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Total expenditures for 1939–1940 through 1954–55 were $3,400,000, at Indiana University. Makes recommendations for modification of organization and administration.

2053. Wilson, Garff B. Commencement at the Large University. *Jour. Higher Educ.*, 23: 89–93, Feb. 1952. (*Author:* Special Assistant to the President, University of California.)

"The staging of proper commencement ceremonies has become a matter of deep concern to university administrators. Such ceremonies are important. . . . As university enrollments have risen . . . the staging of the traditional commencement ceremony has become increasingly difficult." As result of personal visits, reports procedures used at University of California, Cornell, Yale, Harvard, Columbia, and Massachusetts Institute of Technology. Discusses costs, attendance, procession, program, academic costume, student speeches, and honorary degrees. "Colorful processions, great masses of black-gowned candidates, acres of spectators, and a stately traditional ritual create an impressive and often exciting spectacle . . . 'the greatest academic show on earth'."

2054. Young, Hewitt H. Why Not a Three-Semester College Year? *Jour. Eng. Educ.*, 48: 710–714, May 1958. (*Author:* Associate Professor of Industrial Engineering, Purdue University, Indiana.)

"Such a schedule would seem to offer some distinct advantages for schools which are presently on a two-semester basis." Gives details of possible calendars. "The important thing is that we seriously consider ways for increasing the utilization of our valuable resources."

See also Nos. 21, 48, 55, 58, 70, 98, 142, 181, 195, 205, 207, 217, 219, 223, 224, 225, 228, 232, 236, 243, 249, 256, 261, 266, 267, 268, 273, 275, 278, 279, 282, 285, 286, 288, 289, 295, 297, 299, 321, 328, 335, 350, 352, 374, 376, 379, 384, 386, 391, 401, 410, 463, 466, 472, 473, 604, 605, 646, 851, 856, 962, 966, 991, 1006, 1211, 1449, 1517, 1578, 1580, 1622, 1671, 1737, 1757, 1810, 1878, 1879, 2088, 2287, 2320, 2353, 2407, 2483, 2527.

2. ASSOCIATE DEGREE PROGRAMS

Includes curriculums of junior colleges, community colleges, technical institutes, and other two-year institutions.

2055. Almstead, Francis E. A Program of General Studies for Technical Institutes. *Jun. Coll. Jour.*, 26: 32–37, Sept. 1955. (*Author:* Assistant to Executive Dean, State University of New York.)

"My plea is a two-fold one: First, technical institutes and community colleges should offer a well-balanced, fundamental, general education program. . . . Second, the kind, amount, and quality of general education should be adequate to enrich the lives of the young men and women graduating from these institutions."

2056. Aloyse, *Sister* Teresa. A Catholic Junior College Checks Up on Outcomes. *Cath. Educ. Review*, 52: 445–455, Oct. 1954. (*Author:* Dean, Immaculata Junior College, Washington, D.C.)

Describes in considerable detail plan used at Immaculata Junior College for a study of the outcomes of instruction through a study of its graduates. "We wanted to know at least three things about our graduates: (1) What had she learned: that is, what facts, what skills had she acquired? (2) What attitudes of mind had she assumed or crystallized? (3) How had these facts, skills, and attitudes expressed themselves in her actions?" Measured by questionnaire sent to graduates of the college classes between 1939 and 1949. Total of 172 replies received from 17 states and a half dozen foreign countries.

2057. Ankrum, Ward Elwood. *The Implementation of Educational Philosophy and a Program of Educational Research in the Curricular Growth of Stephens College.* Columbia: University of Missouri, 1951. 439 p. Abstract in *Micro. Abstracts*, 11: 550–552, No. 3, 1951.

Unpublished doctoral dissertation (Ed. D.). Examines changes brought about through the influence of the Department of Research under Dr. W. W. Charters from 1920 to 1949.

2058. Armsby, Henry H.; Eells, Walter Crosby; *and* Martorana, Sebastian V. *Organized Occupational Curriculums: Enrollment and Graduates, 1956.* Washington: Government Printing Office, 1958. (U.S. Office of Education Circular, No. 512). ix,237 p. Summary by authors in *Higher Educ.*, 14: 63–65, Dec. 1957. (*Authors:* With U.S. Office of Education.)

Gives detailed information, by institutions and curriculums, for 144,000 students and 37,000 graduates from organized occupational curriculums of less than baccalaureate level in 660 colleges of all types in the United States of which 348 were 4-year institutions. Data are presented separately for engineering-related and non-engineering-related institutions, and for various classifications of colleges in each group. First of a planned annual series.

2059. ———, ———, ———, *Organized Occupational Curriculums: Enrollment and Graduates, 1957.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular, No. 568.) 200 p. (*Authors:* See No. 2058.)

Similar in content to No. 2058. Gives information for 205,000 students and 45,000 graduates from organized occupational curriculums of less that baccalaureate level in 797 colleges of all types of which 410 were 4-year institutions.

2060. Eells, Walter Crosby. "Associate's Degree." *Jour. Higher Educ.*, 27: 386–389, Oct. 1956. (*Author:* Retired Professor of Education.)

Reports on use of associate's degree in 235 accredited 4-year colleges and universities in 1954-55, involving over 14,000 such degrees. Discusses reasons for the degree and its American origin with Pres. William Rainey Harper at University of Chicago in 1900.

2061. ——— *and* Martorana, Sebastian V. Curricular Changes in 2-year Colleges That Became 4-Year Colleges. *Higher Educ.*, 13: 149–153, April 1957. (*Authors:* With U.S. Office of Education.)

Based on catalog study of 91 junior colleges which changed to 4-year colleges since 1945. Conclusion: "The change in status brings with it a de-emphasis on 'terminal curriculum' offerings. Only in rare and isolated instances is the opposite true."

2062. Fishback, Woodson W. *and* Lawson, Douglas E. A Study of Terminal Education in American Colleges and Universities. *Educ. Adm. & Sup.*, 37: 449–458, Dec. 1951. (*Authors:* Faculty members, Southern Illinois University.)

Based on questionnaire responses from 244 senior colleges and universities, 107 of which operated terminal programs. "Terminal education at the university level in America is at present in the developmental stage, but is offered in one form or another by some of the country's outstanding reputable universities. The tendency to establish such programs is expanding."

2063. Fisher, Richard Earl. *Status of the Need for Terminal Vocational-*

Technical Curricula in Senior Colleges and Universities. New York: Columbia University, 1956. 166 p. Abstract in *Diss. Abstracts,* 16: 2103–2104, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on data received from 78 colleges and universities in 39 States. Finds about 9 percent of total enrollment in institutions studied was enrolled in terminal vocational-technical curricula. Conclusion: "Senior colleges and universities in general throughout the country appear to be too busy with degree programs and graduate departments to give the time or attention necessary for the development and promotion of terminal curricula."

2064. Fowler, Lytle Carmack. *A Study to Determine Whether or Not the Junior Colleges in Mississippi Are Meeting Adequately the Business Education Needs of Post-Secondary School Youth in the Area Which These Schools Were Organized to Serve.* New York: New York University, 1955. 404 p. Abstract in *Diss. Abstracts,* 16: 1086, May 1956.

Unpublished doctoral dissertation (Ed. D.). Based on catalog data, U.S. census reports, and questionnaire responses from 1,078 individuals attending Mississippi junior colleges in 1952–53.

2065. Gordon, Shirley Blom. *An Appraisal of Certain Aspects of the Curricula of the Community-Junior Colleges in Washington.* Pullman: State College of Washington, 1957. 150 p. Abstract in *Diss. Abstracts,* 18: 117–118, Jan. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on personal interviews with administrative officers of each junior college in the State. Found that the institutions were serving their constituencies in accordance with 11 tested criteria, including adult, terminal, transfer, and general education.

2066. Heiny, W. Lowell. *The Status of Physical Science Courses for General Education Purposes in Selected Junior Colleges in the United States.* Boulder: University of Colorado, 1956. 256 p. Abstract in *Diss. Abstracts,* 17: 2466, Nov. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from science instructors in 71 junior colleges. Criteria for appraisal purposes were established by a jury of 12 science education experts and science instructors in 11 selected 4-year colleges and universities. Teaching loads found to be 20 percent greater than those recommended in the criteria.

2067. Ingwell, Paul Elmer. *The Present Status of the Program of Studies in Publicly Supported Junior Colleges in the United States.* Minneapolis: University of Minnesota, 1956. 361 p. Abstract in *Diss. Abstracts,* 17: 532–533, March 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 51 institutions. Covers extent of courses offered, relationship between courses offered and those in which there were no enrollments, and course enrollments in terminal and college-preparatory courses. Recommendations and implications stated on Federal, State, and local levels.

2068. Johnson, B. Lamar. *General Education in Action.* Washington: American Council on Education, 1952. xxvi, 409 p. (*Author:* Dean and Librarian, Stephens College, Missouri.)

Report of the California Study of General Education in the Junior College, sponsored by American Council on Education, California State Junior College Association, School of Education of University of California at Los Angeles. Contains 17 chapters in four parts: I. Identifying the Common Needs of Youth and Society. II. Meeting the Common Needs of Youth and Society. III. Operating the Program. IV. Unfinished Business. Includes 10-page Introduction by Earl J. McGrath, U.S. Commissioner of Education. Review by P. L. Dressel, *Jour. Higher Educ.,* 24: 221–222, April 1953.

2069. Laird, Byron Franklin. *A Survey of the Certificate and Terminal Curricular Offerings of University Extension and Evening Colleges.* Bloomington: Indiana University, 1954. 654 p. Abstract in *Diss. Abstracts,* 14: 1605, Oct. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on catalog analysis for 1951–52 of the offerings in 192 institutions and upon three questionnaires on different phases of their offerings. Found 826 different terminal curricula offered by 112 of the 192 institutions.

2070. Larson, Vernon Carl. *A Survey of Short Course Programs in the Colleges of the United States and Canada.* East Lansing: Michigan State University, 1955. 137 p. Abstract in *Diss. Abstracts*, 17: 1254–1255, June 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires to all land-grant institutions in the United States and agricultural schools and colleges of Canada. More than 80 percent of the institutions made provisions for short-course classes separate from degree classes. Fourteen of the 33 institutions not offering short courses indicated desire to establish such courses.

2071. Lombardi, John. Vocational Education in the Junior College. *Sch. & Soc.*, 73: 225–228, April 14, 1951. (*Author:* Dean of Instruction, Los Angeles City College, California.)

"Whereas formerly junior college educators sedulously pointed out that the junior college concentrated on the middle group of occupations . . . now almost every nonprofessional vocation in which a student may secure employment becomes a proper subject for inclusion in the junior college vocational curriculum." But concludes that "the junior college will perpetuate an injustice on its students and will retard the development of its vocational program, if it fails to insist on the principle that its vocational courses are the equal of its academic."

2072. Merson, Thomas B. A Faculty Study of General Education. *Jun. Coll. Jour.*, 24: 260–267, Jan. 1954. (*Author:* Dean of Instruction, Bakersfield College, California.)

"Evaluating courses of study with an eye toward increasing emphasis on general education instruction may prove to be a challenging experience, as members of the Bakersfield College faculty have learned. The entire staff . . . evolved a detailed statement of the specific instructional items which were considered to be essential to the achievement of the goals of general education in a community college." From 9 to 13 such items stated for each of 12 significant goals covered by the study.

2073. Myers, Maurice. *A Comparison of Differential Aptitude Test Patterns of Junior College Students in Five Semi-Professional Fields.* New York: New York University, 1958. 223 p. Abstract in *Diss. Abstracts*, 19: 3218, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on study of 150 students from each of five fields at the New York City Community College—Dental Hygiene, Executive Assistant (Secretarial), Electrical Technology, Mechanical Technology, and Retail Distribution. Conclusion: "It was found that successful junior college students in one specialization differed significantly from successful students in another specialization in three of the four pairings considered."

2074. Petitjean, Charles Frederick. *A Study of Terminal Education in the Junior Colleges of Connecticut.* New York: New York University, 1956. 167 p. Abstract in *Diss. Abstracts*, 16: 2067–2068, Nov. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on catalog study and personal visits to the nine junior colleges and four teachers colleges in the State, and questionnaires to faculty members teaching in terminal curricula in these institutions, and to graduates of such curricula. Conclusion: The institutions "offered a well-diversified selection of terminal curricula, but attracted students from a limited distance. There was little evidence of curricula planned to meet State or community occupational needs. Insufficient cultural offerings were indicated. The faculty members were well qualified in terms of experience and education. Adequate vocational advice was not provided for graduates."

2075. Price, Hugh G. Role of the Administration in Excellent Teaching. *Jun. Coll. Jour.*, 24: 27–32, Sept. 1953. (*Author:* Director, Ventura College, California.)

"The administration and the teacher have interdependent roles to play in the learning process which takes place in our American junior colleges. As a result, they must work together in harmony." Discusses developing a "climate" for teaching, developing a sense of financial security, providing facilities and supporting services, developing in-service training, and selection of staff. "There is no reason why the junior college in America should not provide the highest level of teaching to be found in any of our American educational institutions."

2076. Rockwell, Robert C. *An Analysis of the Organization and Administration of Certain Functions and Curricular Practices in California Public Junior Colleges.* Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California; *Abstracts of Dissertations*, 1955, p. 268–270.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 41 institutions. Deals especially with the curriculum with reference to transfer, terminal, and remedial functions.

2077. Rodes, Harold P. Cooperative Technical Education—Pro and Con. *Jun. Coll. Jour.*, 24: 362–366, Feb. 1954. (*Author:* President, Ohio Mechanics Institute.)

Discusses advantages and disadvantages of cooperative education programs in junior colleges. Considers point of view of students, of colleges, and of cooperating companies.

2078. Scates, Alice Yeomans. *Programs Below the Bachelor's Degree Level in Institutions of Higher Education, 1953–54.* Washington: Government Printing Office, 1955. (U.S. Office of Education Bulletin 1955, No. 9.) v,50 p. (*Author:* With U.S. Office of Education.)

Finds that 39 percent of 4-year institutions and 96 percent of 2-year institutions offer programs below the bachelor's degree level. The number of these programs has doubled in 20 years. Total of 48,820 students in 878 institutions completed such programs in 1952–53.

2079. Sherman, Douglas Roland. *The Emerging Role of Vocational-Terminal Education in the Public Community Colleges of Michigan.* Detroit, Mich.: Wayne University, 1956. 305 p. Abstract in *Diss. Abstracts*, 16: 1628–1629, Sept. 1956.

Unpublished doctoral dissertation (Ed. D.). "This study involved two fundamental ideas: first, the determination of the status of vocational-terminal education in the public community colleges of Michigan, and, second, the evaluation of that status to determine what direction future growth should take." Results of first idea were circulated in a booklet to 91 selected reviewers in education, industry, labor, and agriculture as a basis for the second idea. States 10 major findings.

2080. Wilson, J. Douglas. Junior College and Apprenticeship Curriculum Construction Through Advisory Committees. *Jun. Coll. Jour.*, 21: 207–216, Dec. 1950. (*Author:* Staff of Curriculum Division, Los Angeles Public Schools, California.)

Describes use of lay advisory committees in development of junior college advisory programs in Los Angeles junior colleges.

See also Nos. 26, 154, 186, 195, 196, 214, 221, 238, 252, 272, 289, 297, 453, 561, 574, 582, 583, 590, 592, 793, 1794, 2088, 2366, 2526, 2549.

3. BACCALAUREATE DEGREE PROGRAMS

For other references on "general education" see *Journal of General Education.*

2081. Adams, *Sister* Mary Matilda. *Honors Programs in Catholic Colleges of the North Central Area.* St. Louis, Mo.: St. Louis University, 1957. 233 p. Abstract in *Diss. Abstracts*, 18: 452, Feb. 1958.

Unpublished doctoral dissertation (Ph. D.). This study sought to discover the prevalence of honors programs in the 58 Catholic colleges and universities, . . . to examine the general features of the programs which have been established, to ascertain the extent to which students are taking advantage of these programs, and to consider the practice in this select group of colleges. . . . Only nine colleges qualified for inclusion in the study proper. Two hundred twenty-two students, a very small proportion of the total student body, were found enrolled in honors. . . . Little is being done for superior students in the Catholic colleges in the area surveyed."

2082. Aldus, Paul J. Revitalizing the Humanities in the Small College. *Jour. Higher Educ.*, 26: 287–293, 341, June 1955. (*Author:* Chairman, Department of English, Ripon College, Wisconsin.)

Reports an experiment at Ripon College in an effort to provide a better integrated and more effective program of study in the liberal arts.

2083. Anonymous. A Librarian Looks at General Education. *Jour. Higher Educ.*, 24: 177–181, April 1953. (*Author:* "By One Who Knows.")

Author, with 17 years experience as faculty member and librarian, believes the reforms being sought through so-called general-education courses can be better obtained through other channels.

2084. Armajani, Yahya. Four College Area Studies: A Cooperative Program in the Understanding of Other Cultures. *Assoc. Amer. Coll. Bull.*, 43: 14–22, March 1957. (*Author:* Hill Area Study Program in Twin City Colleges, Minnesota.)

"During the past four years, the four independent, Christian, liberal arts colleges in St.

Paul, Minnesota, namely the College of St. Catherine, Hamline University, Macalester College, and the College of St. Thomas, have been cooperatively offering a series of integrated area studies on the upper class level. In our publications we have been making three rather bold claims that we think are true. First, that it is perhaps the only integrated area program in this country on the undergraduate level. Second, that it is the only course in the United States known to be offered cooperatively by the staffs of four independent colleges. Third, that it is the only significant program of cooperative teaching and learning among Roman Catholics and Protestants in the field of higher education." Many details given and results evaluated.

2085. Armsby, Henry H. The "Three-Two" Plan—An Educational Experiment. *Higher Educ.*, 10: 61–64, Dec. 1953; 10: 120–121, March 1954. (*Author:* With U.S. Office of Education.)

Describes plan for students to spend 3 years in liberal arts college and 2 years in engineering school. Reports 188 liberal arts colleges cooperating in such plan with 25 engineering schools in 1953. "The program is gaining favor, both with engineering colleges and with liberal arts colleges. While it is still new enough to be considered an educational experiment, it holds promise of forming the basis for an effective synthesis of liberal and technical education."

2086. Arons, A. B. The Amherst Program. *Jour. Higher Educ.*, 26: 75–81, Feb. 1955. (*Author:* Professor of Physics, Amherst College, Massachusetts.)

In an integrated freshman college science course at Amherst College, a special effort was made to break down the kind of study habits which orient students toward "getting the answers" and mechanical manipulation without understanding. Tests were given in which the student had to explain his rationale for each important step in an experiment. Course emphasis was upon intellectual training and critical thinking rather than accumulation of information.

2087. Blackmer, Alan R. *General Education in School and College: A Committee Report by Members of the Faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale.* Cambridge, Mass.: Harvard University Press, 1952. vii,142 p. (*Author:* Instructor in English, Phillips Academy, Andover, Massachusetts; Chairman of the Committee.)

Presents a plan for integrating the work of the last 2 years of secondary school and the first 2 years of college. Makes appraisal of eight major areas of study.

2088. Bloom, Benjamin S. *and* Ward, F. Chapman. The Chicago Bachelor of Arts Degree After Ten Years. *Jour. Higher Educ.*, 23: 459–467, Dec. 1952. (*Authors:* (1) Associate Professor of Education; (2) Dean of the College; both of University of Chicago.)

Report of the success to date of the "decision of the University of Chicago in 1942 to award the Bachelor's degree upon completion of a four-year college program which began at the end of the tenth year of schooling."

2089. Bonthius, Robert H.; Davis, F. James; Drushal, J. Garber; Guille, Frances V.; *and* Spencer, Warren P. *The Independent Study Program in the United States: A Report on an Undergradute Instructional Method.* New York: Columbia University Press, 1957. xxi,259 p. (*Authors:* Faculty members, College of Wooster, Ohio.)

"This volume reports a study initiated by a small committe of the faculty of the College of Wooster. . . . In order to provide a perspective in evaluating the Wooster program it seemed to the Committee that an examination of other independent study programs would be helpful. With that in mind, twenty institutions with different types of independent study programs, ten of which were compulsory and ten voluntary, were chosen for detailed consideration." Institutions are named. In general the Committee found that of 1,086 four-year colleges investigated, 286 or 26 percent had some type of independent study program. Appendix has copy of 9 forms used. Bibliography, 84 titles. Reviews by R. M. Ludwig, *Coll. English*, 20: 102, Nov. 1958; by J. C. Sherwood, *Jour. Higher Educ.*, 29: 174–175, March 1958; and by E. Hunt, *Quart. Jour. Speech*, 44: 80, Feb. 1958.

2090. Britt, Laurence V. *Liberal Arts Degrees in Jesuit Colleges of Arts and Sciences in the United States.* Minneapolis; University of Minnesota, 1955. 582 p. Abstract in *Diss. Abstracts*, 16: 686–687, April 1956.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of catalogs and other documentary material from 24 colleges. Compares degrees offered, degree objectives, and degree requirements. Also analyzes academic records of 30 representative samples of graduates of the various degree programs in 1939 and 1948.

2091. **Bronfenbrenner, M.** A Differentiated Degree for Public Universities. *AAUP Bull.*, 36: 534–540, Autumn 1950. (*Author:* Associate Professor of Economics, University of Wisconsin.)

Proposes a "pass degree" as distinguished from an "honors degree" in order to "rid the intermediate and advanced portions of the undergraduate program of their present disinterested herds plugging away at requirements."

2092. **Brown, J. Douglas.** Curricular Adjustments for Talented Students. *Jour. Higher Educ.*, 27: 57–62, Feb. 1956. (*Author: Dean of Faculty, Princeton University.*)

On basis of 10 years experience, reports seven ways in which the curricula at Princeton University are adjusted to fit the needs of superior students.

2093. **Buie, Grace Elizabeth.** *An Evaluation of the Women's Non-Major Physical Education Program in Selected American Colleges and Universities.* Gainesville: University of Florida, 1956. 321 p. Abstract in *Diss. Abstracts*, 16: 2086–2087, Nov. 1956. Abstract also in the University of Florida, *Abstracts of Doctoral Studies in Education*, 1956, p. 50–55.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To discover the extent to which college physical education (non-major) programs were being adapted to meet the needs and demands of the changing role played by women in our present day society." Based on questionnaire responses from 461 accredited 4-year institutions. Found that major features of programs had remained unchanged for 20 years. Recommendations made for 4 significant changes.

2094. **Bunting, J. Whitney.** The College Graduate in Industry. *Educ. Record*, 38: 141–145, April 1957. (*Author:* Consultant, General Electric Co.)

Report of survey of opinions of 13,500 college graduates in employ of General Electric Co. Gives their rating of college courses most valuable and least valuable for their careers, most valuable for leisure time, and for management responsibility. Information presented in order to give college administrators "some seeds of information that may allow the colleges and universities to develop courses and programs that will aid in better educating the young men and women of the United States for life in the more complex world of tomorrow."

2095. **Butler, Judson R.** Certain Characteristics of General Education. *Jour. Higher Educ.*, 24: 425–431, 452, Nov. 1953. (*Author:* Dean, Boston University, Massachusetts.)

"Anyone who has ever tried to promote faculty agreement on a proposed general-education program knows how difficult such a task can be." Attempts "to give a brief description of certain characteristics which do, or perhaps should, distinguish general-education programs from traditional curriculums."

2096. **Carman, Harry J.** Reminiscences of Thirty Years. *Jour. Higher Educ.*, 22: 115–122, 168–169, March 1951. (*Author:* Dean Emeritus, Columbia College, Columbia University.)

Address at Conference on General Education, University of Florida. Recounts the continuous efforts involved in selection of appropriate course content at Columbia and strategy used in securing faculty approval.

2097. **Chambers, Dwight.** The Foreign Language Question Again. *Jour. Higher Educ.*, 29: 13–22, Jan. 1958. (*Author:* Chairman, Department of Modern Languages, Eastern Montana College of Education.)

Considers critically each of seven reasons commonly given "as prime reasons for language study." Endeavors to answer the questions: Foreign languages, Why? Which ones? How? When?

2098. **Clark, Neil.** Happiest College in the Land. *Sat. Eve. Post*, 227: 28–29, 124–127, Sept. 12, 1954.

An account of Hiram College, Ohio, and its one-course study plan which has been in operation since the 1930's. Discusses both advantages and disadvantages of the plan, and mentions other colleges which have followed the plan in part, if not wholly.

2099. **Cole, Clarence C., Jr.** Varying Curricular Patterns for Able College Students. *Coll. Board Review*, No. 36, 23–25, Fall 1958. (*Author:* Professor of History, Lafayette College, Pennsylvania.)

Based on study under auspices of Carnegie Corporation of New York on what special provisions a number of colleges are making for their superior students.

2100. **Condon, Margaret E.** A Survey of Special Facilities for the Physically

Handicapped in the Colleges. *Pers. & Guid. Jour.*, 35: 579–583, May 1957. (*Author:* Counselor and Executive Officer, Health Guidance Board, City College, New York.)

A detailed report, in tabular form, for each of 40 institutions in all parts of the country having 1,200 students or more, showing special facilities, if any, for the blind, deaf, cerebral palsy, orthopedic, and other types of physical handicaps.

2101. CUNNINGHAM, WILLIAM F. *General Education and the Liberal College.* St. Louis: B. Herder Book Co., 1953. xviii,286 p. (*Author:* Professor of Education, University of Notre Dame, Indiana.)

Contains 3 parts: I. Why Teach—Educational Goals (3 chapters); II. What to Teach—the Curriculum (4 chapters); III. How and Where to Teach—Method and Administration (15 chapters). Reviews by A. P. Farrell, *America*, 91: 109, April 24, 1954; by B. T. Rattigan, *Cath. Educ. Review*, 51: 640–641, Nov. 1953; and by J. J. Cribben, *Relig. Educ.*, 49: 300, July 1954.

2102. DECKER, ELLA. Foreign Language Entrance and Degree Requirements for the B.A. Degree: Fifth revision. *PMLA*, vol. 72, No. 4, part 2, p. 33–51, Sept. 1957.

Gives data on each of 1,002 accredited institutions in 1956. "Of the 840 offering the B.A., 704 (or 83.9%) require foreign language for the degree, and 238 (or 28.3%) require foreign languages for entrance."

2103. DEWEY, ROBERT E. Themes, Issues and Solutions: A Proposal for Courses in the Humanities. *Jour. Higher Educ.*, 29: 8–12, Jan. 1958. (*Author:* Assistant Professor of Philosophy, Dartmouth College, New Hampshire.)

"The purpose of the present paper is twofold. First, I shall briefly examine the typical ways in which we teach humanities and shall urge the rather familiar critical thesis that these courses are poorly designed to accomplish their objectives. I shall then propose that we take seriously the objective of fostering a student's critical capacities as a primary aim, for, when we do so, a reorganization of materials around themes, issues, and solutions is naturally suggested and promises to provide a new and effective type of humanities course."

2104. DODGE, DOROTHY. Teaching Practical Politics on Campus. *Improv. Coll. & Univ. Teach.*, 7: 72–74, Summer 1959. (*Author:* Associate Professor of Political Science, Macalester College, Minnesota.)

Reports a program in Macalester College in which an attempt is made to arouse interest of students in practical politics. Each year there is sponsored a Political Emphasis Week, designed as a laboratory situation of practical procedures and processes in politics.

2105. DRESSEL, PAUL L. Student Views Regarding General Education. *Jour. Higher Educ.*, 29: 41–46, Jan. 1958. (*Author:* Director of Evaluation Services, Michigan State University.)

Based on reports from 14 groups of students on seven college campuses. "I am convinced that most students are favorably disposed toward general education—perhaps even more favorably than their professors."

2106. ——— *and* MAYHEW, LEWIS B. A Selected Bibliography on General Education. *Jour. Gen. Educ.*, 8: 261–286, July 1955. (*Authors:* Faculty members, Michigan State College.)

Lists 600 titles covering the period 1951–53, arranged under five headings: General, Courses, Teaching Techniques, Evaluation, Miscellaneous. Refers to earlier bibliographies of 1940 and 1949. See No. 2160.

2107. EATON, THELMA. A Curriculum in Books and Reading. *Improv. Coll. & Univ. Teach.*, 5: 103–105, Autumn 1957. (*Author:* Professor of Library Science, University of Illinois.)

"Could a college or university do anything better for a student than to inspire him with a love for books and instill in him the habit of using them? Could not a curriculum in books and in reading serve a useful purpose?" Describes a curriculum of six courses designed to accomplish these ends.

2108. ERMENC, JOSEPH J. Liberal-Arts Engineering Courses in the United States. *Jour. Eng. Educ.*, 47: 670–674, April 1957. (*Author:* Professor of Mechanical Engineering, Dartmouth College, New Hampshire.)

Discusses development and present status of combined "stratified" courses of 3 years of liberal arts and 2 years of engineering of two types—off-campus and on-campus. Lists 11 engineering schools having such courses in combination with 167 liberal arts colleges. Considers especially methods and results in schools of engineering of Columbia University, Dartmouth College, and Rennselaer Polytechnic Institute.

2109. Fornia, Dorothy Louise. *Co-educational Physical Education in Institutions of Higher Learning.* Los Angeles: University of Southern California, 1957. Abstract in the University of Southern California, *Abstracts of Dissertation*, 1957, p. 361–363.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 100 members of the College Physical Education Association and 216 members of the National Association for Physical Education of College Women. Conclusion: "College physical education programs are well established in the United States and will continue to expand and develop. . . . [They] are better established in public institutions than in private institutions."

2110. Freehill, Maurice F. *ed.* *Effective Practices in a Program of General Education.* Dubuque, Iowa: William C. Brown Co., 1954. xi,108 p. (*Author:* Director of Research, Western Washington College of Education.)

Report of Northwest Conference on General Education at Western Washington College of Education, May 15–16, 1953. Discusses counseling and instructional practices in sciences, humanities, and social studies. Papers by B. Lamar Johnson, H. M. Gelder, E. Signori, M. F. Freehill, P. L. Dressel, W. R. Hatch, H. K. Beuchner, Max Savelle, and H. L. Nostrand.

2111. ——— Rethinking General Education. *Improv. Coll. & Univ. Teach.*, 5: 64–66, Summer 1957. (*Author:* See No. 2110.)

"An excellent program in general education is not established from middle-sized values. The conception of a program requires some daring and imagination." Gives list of "agreements most readily reached" concerning objectives, curriculum, integration, operation, and hazards in programs of general education.

2112. French, Sidney J., *ed.* *Accent on Teaching: Experiments in General Education.* New York: Harper & Bros., 1954. xii,334 p. (*Author:* Dean, Rollins College, Florida.)

"The Committee on General Education of the Association for Higher Education, at its April 1951 meeting, decided that a book on the role of the teacher in general education was much needed. It was the Committee's unanimous opinion, too, that Sidney J. French was, by his insight and accomplishhments, the person best qualified to edit such a volume."—Foreword. Organized in 5 parts, with chapters of varied authorship, as follows: I. A Place for Discussion (1 chapter). II. The Humanities (6 chapters). III. The Natural Sciences (4 chapters). IV. The Social Sciences (5 chapters). V. Administration and Evaluation (2 chapters). Reviews by J. P. Treacy, *Cath. Sch. Jour.*, 54: 16A, Dec. 1954; by W. G. Carleton, *Jour. Higher Educ.*, 26: 393–394, Oct. 1955; and by E. K. Fretwell, Jr., *Teach. Coll. Record*, 56: 414–416, April 1955.

2113. Gauss, Christian, *ed.* *The Teaching of Religion in American Higher Education.* New York: Ronald Press Co., 1951. viii,158 p. (*Author:* Dean Emeritus, Princeton University.)

"This volume is addressed primarily to teachers and administrators who have the responsibility for developing programs of higher education and who are interested in the place that religion should occupy and how it can be taught in American colleges today. It was undertaken by a committee appointed for this purpose by the National Council on Religion in Higher Education and the Edward W. Hazen Foundation." Contains five chapters. "Religion and Education in America," by Christian Gauss; "The Meaning of Liberal Education," by Robert Ulich, Harvard University; "The Present Religious Situation in Higher Education," by Howard B. Jefferson, Clark University, Massachusetts; "The Teaching of Religion in Higher Education," by Kenneth W. Morgan, Colgate University, New York; "Responsibility Not Immunity," by J. Hillis Miller, University of Florida. Reviews by G. S. Slogan, *Cath. Educ. Review*, 50: 67–69, Jan. 1952; by B. Drake, *Inter. Jour. Relig. Educ.*, 28: 32, Sept. 1951; by L. B. Ezell, *Jun. Coll. Jour.*, 22: 173–178, Nov. 1951; and by M. L. Cunninggim, *Relig. Educ.*, 46: 369–370, Nov. 1951.

2114. *General Education in a Free Society: Report of the Harvard Committee.* Cambridge, Mass.: 1945. xix,267 p. With Introduction by Pres. James Bryant Conant.

Report of the Committee on the Objectives of a General Education in a Free Society, Dean Paul H. Buck, Chairman. The very influential and oft-quoted "Harvard Report." In six chapters: I. Education in the United States. II. Theory of General Education. III. Problems of Diversity. IV. Areas of General Education: The Secondary Schools. V. General Education in Harvard College. VI. General Education in the Community.

2115. Gilkey, Helen H. Does Higher Education Have an Obligation for Nursing Education? *Sch. & Soc.*, 77: 101–103, Feb. 14, 1953.

"In 1951 there were 9,184 young women enrolled as students in basic nursing education programs leading to a bachelor's degree in 195 schools of nursing with college or university affiliation. Yet how much consideration has the general academic faculty in these colleges and universities given to the educational values and worth of the nursing curriculum?" Presents evidence to show that inadequate consideration is given in many institutions. Conclusion: "It is necessary that this obligation be met by affording the same status to its students in nursing as to its students in chemistry, education, the humanities, and engineering."

2116. **Grant, George C.** An Approach to Democratizing a Phase of College Education. *Jour. Negro Educ.*, 27: 463–475, Fall 1958. (*Author:* Dean, Morgan State College, Maryland.)

Detailed description of factors leading to establishment of three curriculums at Morgan State College for bright, average, and dull students.

2117. **Greenbaum, Robert Henry.** *Efforts to Reduce the Length of the American College Course to Three Years.* Stanford, Calif.: Stanford University, 1952. Abstract in the Stanford University, *Abstracts of Dissertations . . . 1951–52*, p. 27–30.

Unpublished doctoral dissertation (Ph. D.). "Colleges which operated on a three-year basis are analyzed from the viewpoint of tracing the reason which gave rise to the three-year course, how the three-year course operated, and the reasons for the return to the traditional four-year course." Studies especially Yale, Harvard, Columbia, Johns Hopkins, Clark, and Brown Universities, and Universities of Virginia, Pennsylvania, and Missouri.

2118. **Hammond, Harry P.** Contributions of the Liberal Arts to the Training of Engineers. *Jour. Higher Educ.*, 21: 189–193, April 1950. (*Author:* Dean, School of Engineering, Pennsylvania State College.)

Feels that objectives of pre-engineering courses in liberal arts colleges should be to develop in students "orderly habits of thought, clarity of expression, and capacity to work hard and purposefully."

2119. **Hassel, Milton John.** *Analyses and Classification of Follow-Up Practices in Selected Teachers Colleges.* Lincoln: University of Nebraska, 1957. 149 p. Abstract in *Diss. Abstracts*, 17: 1271. June 1957.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 21[illegible] colleges of education which were members of the American Association of Colleges for Teacher Education, visits for intensive study to six of them, and reactions secured from 401 graduates of them. Found that 29 percent had organized follow-up programs, 57 percent had incidental programs, and 14 percent had no programs of any type.

2120. **Hendricks, Elbridge Troy.** *The Organization and Administrative Operation of Physical Education Programs in Land-Grant Colleges.* Columbia: University of Missouri, 1951. 307 p. Abstract in *Micro. Abstracts*, 11: 292–294, No. 2, 1951.

Unpublished doctoral dissertation (Ed. D.). Based on data from 50 land-grant colleges in information blanks, departmental handbooks, and general catalogs; and on opinions of authorities obtained by review of textbooks and periodicals. Gives summary of 16 major findings and 10 recommendations.

2121. **Henry, Nelson B.,** *ed.* *General Education.* Chicago: University of Chicago Press, 1952. (51st Yearbook of the National Society for the Study of Education, Part I. T. R. McConnell, Chancellor, University of Buffalo, New York, Chairman.) xiii,377 p. (*Author:* Professor of Education, University of Chicago.)

Consists of 16 chapters by various authors. Discusses meaning and significance of general education and its implementation in each of several subject-matter fields. Considers problems of effective instruction, organization and administration, evaluation, and preparation of college teachers of general education. Reviews by E. W. Harrington, *Quart. Jour. Speech*, 38: 345–347, Oct. 1952; and by R. C. Bauer, *Teach. Coll. Record*, 54: 56–58, Oct. 1952.

2122. **Hunter, Sammie Rushing.** *Attitudes of Women Students Toward College Physical Education.* Gainesville: University of Florida, 1956. Abstract in the University of Florida, *Abstracts of Doctoral Studies in Education, 1956*, p. 10–16.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 687 women students at University of Florida of whom 142 were strongly favorable and 70 were strongly unfavorable to the required course in physical education.

2123. Idzerda, Stanley J. The Honors College of Michigan State University. *Sch. & Soc.*, 85: 227–228, June 22, 1957. (*Author:* Assistant to Academic Vice President, Michigan State University.)

"Beginning in September 1957, Michigan State University will have in operation an Honors College. . . . The new college gives formal recognition to the University's special responsibility for students of superior ability and achievement."

2124. Jacobs, Mary G. *An Evaluation of the Physical Education Service Program for Women in Certain Selected Colleges.* New York: New York University, 1957. 242 p. Abstract in *Diss. Abstracts*, 18: 1715–1716, May 1958.

Unpublished doctoral dissertation (Ed. D.). Based on study of 34 publicly controlled 4-year institutions attended predominantly by Negroes, and questionnaire responses from 20 of them. Conclusion: "There is a definite need for the improvement of physical education service programs for women now conducted by the institutions included in this study."

2125. Johnson, Kermit Kent. *An Investigation of Employment Techniques With Special Reference to the Selection of College Graduates by Business and Industry.* Peoria, Ill.: Bradley University, 1956. 83 p. Abstract in *Diss. Abstracts*, 16: 2074–2075, Nov. 1956.

Unpublished doctoral dissertation (Ph. D.). Based on study of characteristics and traits emphasized by personnel officers of 219 business and industrial firms interviewing students at Bradley University.

2126. Jordan, Annie Wilhelmina. *Relationship Between Selected Collegiate Experience and Beginning Jobs for Women.* Columbus: Ohio State University, 1956. 143 p. Abstract in *Diss. Abstracts*, 17: 1041, May 1957.

Unpublished doctoral dissertation (Ph. D.). Studies relation of salary in beginning jobs to (1) grade-point-ratio, (2) major field of study, and (3) extra-class activity of 289 women graduates of Ohio State University, June 1954. Conclusion: "The inferences drawn from the major portion of the findings were a reminder to the counselor to be cautious in making any generalizations about the relationship between grades and salary."

2127. Kangley, Lucy, *ed. Effective Practices in a Program of General Education.* Dubuque, Iowa: Wm. C. Brown Co., 1954. xi,108 p. (*Author:* Professor of English, Western Washington College of Education.)

Report of Northwest Conference on General Education, held at Western Washington College of Education, May 15–16, 1953. Six chapters contain papers by various authors and summaries of discussions concerning different aspects of general education, especially instruction and counseling.

2128. Kennedy, Gail, *ed. Education at Amherst: The New Program.* New York: Harper & Bros., 1955. xi,330 p. (*Author:* Faculty member; Chairman of Committee; Amherst College, Massachusetts.)

Shows how recommendations of a Faculty Long Range Policy Committee were carried out at Amherst College in fields of curriculum, admissions, athletics, fraternities, and other phases of college life. Reviews by J. W. Bower, *Coll. & Univ.*, 31: 378–380, no. 3, 1956; by W. A. Stumpf, *Educ. Forum*, 20: 490, May 1956; and by M. Watchman, *Jour. Higher Educ.*, 27: 47–49, Jan. 1956.

2129. Kimpton, Lawrence A. Undergraduate Education at the University of Chicago. *Jour. Gen. Educ.*, 8: 166–170, April 1955. (*Author:* Chancellor, University of Chicago.)

An address to the undergraduate students of the University of Chicago, explaining principles underlying the recent curriculum changes in the College of the University.

2130. Layton, Elizabeth N. *General Education: Bibliography.* Washington: Government Printing Office, 1954. (U.S. Office of Education Bulletin, 1954, No. 3.) v,22 p. (*Author:* With U.S. Office of Education).

"The continual interest in the development and improvement of general education programs in the colleges and universities has prompted the Office of Education to publish this *Bibliography on General Education* for the period 1949 to 1953." Contains 144 annotated titles.

2131. Long, H. Owen. A Proposed College Curriculum. *Educ. Forum*, 18: 149–153, Jan. 1954. (*Author:* Registrar, Kentucky Wesleyan College.)

Mentions "new plans" in 16 institutions. Proposes a curriculum of 52 required hours and 68 elective hours and discusses its merits.

2132. McCLUSKEY, K. LUCILLE *and* MARTIN, *Sister* MARIE THERESE. Growth in General Education: A Study of the Review of the Saint Xavier College General Education Program, 1945–1952. *North Cent. Assoc. Quart.*, 27: 361–416, April 1952. (*Authors:* (1) Chairman, 1946–1949; (2) Chairman, 1949–1952; both of Saint Xavier College, Illinois, North Central Study Committee.)

"This report is a chronological account of the North Central Association Study . . . from the inception of the Study in 1945 until the present." Bibliography, 31 titles.

2133. McCRACKEN, JUNIA JEWELL. *The Teaching of Humanities in Programs of General Education in Southern Association Colleges.* Nashville, Tenn.: George Peabody College for Teachers, 1956. 253 p. Abstract in *Diss. Abstracts*, 17: 277, Feb. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on intensive study following personal visits to 25 courses in 20 institutions of the 235 colleges of the Southern Association. Describes content, teaching methods, and other features of the courses.

2134. McDONALD, GERALD EDMUND. *Educational Philosophies in Collegiate General Education.* Stanford, Calif.: Stanford University, 1955. 249 p. Abstract in *Diss. Abstracts*, 16: 82, Jan. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on judgments expressed by administrators of five unnamed institutions. "The appointed administrators in Colleges A and B chose Experimentalism; the administrators in Colleges C and D chose Scholasticism; while the appointed administrator in College E chose Idealism." Significance of these judgments discussed and evaluated.

2135. McGRATH, EARL JAMES. The Future of General Education. *Jour. Higher Educ.*, 24: 121–126, 168, March 1953. (*Author:* U.S. Commissioner of Education.)

Discusses various factors which may advance or impede the development of general education.

2136. ——— Professional Curricular in Liberal Arts Colleges. *Sch. & Soc.*, 87: 188–191, April 25, 1959. (*Author:* Executive Officer, Institute of Higher Education, Teachers College, Columbia University.)

"Professional schools, through the years, have increased the proportion of the total curriculum devoted to general education, while liberal arts colleges, in recent years, have been adding instruction with a vocational orientation. This paper is concerned with the professional subject matter in the programs of 50 small or medium sized independent liberal arts colleges. . . . The arresting fact is that the programs of even the most conservative liberal arts colleges have been revolutionized in the past several decades through the addition of programs with specific vocational objectives."

2137. ——— *and* RUSSELL, CHARLES H. *Are Liberal Arts Colleges Becoming Professional Schools?* New York: Teachers College, Columbia University, 1958. iv,26 p. (*Authors:* (1) Executive Officer; (2) Assistant to Executive Officer, both of Institute of Higher Education, Teachers College, Columbia University.)

"Many liberal arts colleges over the past three-quarters of a century have added professionally oriented courses to their traditional subject matter. A systematic analysis of these trends reveals that substantial, though little noticed, changes have occurred in the aims and the progress of independent liberal arts colleges." Gives detailed comparison of professional and preprofessional curricula offered in 26 liberal arts colleges in 1900 and 1957.

2138. MacLEAN, MALCOLM S. The Role of the Administration in General Education. *Improv. Coll. & Univ. Teach.*, 3: 11–13, Dec. 1955. (*Author:* Professor of Education, University of California, Los Angeles.)

Reports faculty conferences at Stephens College, San Francisco State College, Fresno State College, and University of Minnesota. Shows how the administration can contribute to more effective college teaching by providing physical facilities and tools, diagnostic testing and counseling, research and evaluation, and recognition for accomplishhment.

2139. MARTORANA, SEBASTIAN V. *and* GITTLER, STEVEN. Student Attitudes Toward the Objectives of General Education. *Jun. Coll. Jour.*, 21: 226–235, Dec. 1950. (*Authors:* (1) Assistant Professor of Education, State College of Washington; (2) Instructor, Wauconda Community School, Illinois.)

Reports reactions of 651 students at State College of Washington to 11 stated objectives of general education. Results are analyzed by sex, veteran status, age, and varying degrees of academic success.

2140. Mayhew, Lewis B. Characteristics of Integration at Different Levels: Illustrative Courses and Programs of Colleges and Universities. In *The Integration of Educational Experience* (57th Yearbook of National Society for Study of Education, Part III, Chicago: University of Chicago Press, 1958), p. 218–250. (*Author:* Associate Professor, Michigan State University.)

Describes, analyzes, and evaluates programs of general education at Boston University, Michigan State University, Sarah Lawrence College, St. Olaf College, and more briefly at other institutions.

2141. Miles, Leland. A Small College Declares War on Bonehead Grammar. *Sch. & Soc.*, 77: 145–149, March 7, 1953. (*Author:* Faculty member, Hanover College, Indiana.)

"This is the story of how the faculty of one small college came to declare war to the finish on bad grammar. . . . It has significance and value for everyone concerned with the national farce of granting Bachelor of Arts degrees to young people who cannot adequately speak and write their own native tongue."

2142. New Ideas in the Four-Year Chemistry Curriculum. *Jour. Chem. Educ.*, 35: 164–177, April 1958; 35: 246–260, May 1958.

A series of 51 papers on various aspects of the curriculum in chemistry, particularly at Earlham College, Tufts University, Brown University, University of Minnesota, Harvey Mudd College, Pennsylvania State University, Massachusetts Institute of Technology, California Institute of Technology, Wabash College, and Northwestern University. Also a summary of developments in 49 institutions.

2143. Newsom, N. William. Curriculum Building Practices on the College Level. *Peabody Jour. Educ.*, 35: 160–171, Nov. 1957. (*Author:* Faculty member, Eastern Washington College of Education.)

Deals with curriculum patterns or plans found in different colleges and universities, classified in five types of patterns.

2144. Nixon, John Erskine. *The Organization of Physical Education in American Colleges and Universities.* Los Angeles: University of Southern California, 1950. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1950, p. 314–317.

Unpublished doctoral dissertation (Ed. D.). Based on library sources, sponsorship of College Physical Education Association, and questionnaire responses from 402 accredited colleges and universities. Sets forth desirable interrelationship between physical education, athletics, health instruction, health sciences, recreational programs, and safety instruction.

2145. Phillips, Byron Milo. *An Evaluation of the Physical Education Service Programs in the Liberal Arts and Teachers Colleges of New York State.* New York: New York University, 1953. 478 p. Abstract in *Diss. Abstracts*, 14: 296–297, Feb. 1954.

Unpublished doctoral dissertation (Ph. D.). Based in part on personal visits to 14 institutions. Develops and validates dual standards (optimal and essential) as bases for evaluating the total program of higher education.

2146. Pierson, George Wilson. The Elective System and the Difficulties of College Planning, 1870–1940. *Jour. Gen. Educ.*, 4: 165–174, April 1950. (*Author:* Professor of History, Yale University.)

Endeavors to answer two questions: "Why was it that the improvement or modernization of the college program so resisted our best efforts? and why did the elective system, in particular, finally fall so far short of giving enduring satisfaction?"

2147. Powers, Marshall K. Area Studies. *Jour. Higher Educ.*, 26: 82–89, 113, Feb. 1955. (*Author:* Associate Professor of Social Sciences, Nebraska State College, Peru.)

Traces the prewar history of area studies and shows impetus given them by American experience in World War II. Summarizes arguments for and against them.

2148. A Proposal for the Establishment of an Experimental College. *Lib. Educ.*, 45: 205–215, May 1959.

Report of a Hofstra College, New York, Study Committee. "Trends indicate that the college of the future will be the commuting college rather than the residential college." Makes detailed proposals for a branch experimental college with discussion of curriculum, guidance, cocurricular activities, and a work policy.

2149. Purpus, Eugene R. Illiteracy at the University Level. *Jour. Higher*

Educ., 22: 67–74, 112–113, Feb. 1951. (*Author:* Assistant Professor of English, Louisiana State University.)

Discusses appalling lack of ability of college students to read with comprehension and to write with precision.

2150. Rattigan, Bernard Thomas. *A Critical Study of the General Education Movement.* Washington: Catholic University of America Press, 1952. xiv,247 p.

Doctoral dissertation (Ph. D.) at Catholic University of America. Written strongly from the Catholic point of view, with implications for the Catholic college. Good treatment of the origin and history of general education movement. Bibliography, 500 titles. Review by W. H. Stickler, *Jour. Higher Educ.*, 25: 52–53, Jan. 1954.

2151. Rauch, Stanley E. Cooperative Programs of Study With Liberal Arts Colleges and Universities. *Educ. Record*, 35: 141–144, April 1954. (*Author:* Professor of Mathematics, University of California, Santa Barbara.)

"The student obtains unique opportunities if he enters a cooperative program for the obtaining of his professional training." States five advantages of such a program, usually consisting of 3 years in a liberal arts program followed by 2 years in a professional school. Describes especially the Massachusetts Institute of Technology cooperative program.

2152. Reals, Willis Howard. The Education of the Aging in Institutions of Higher Learning. *Sch. & Soc.*, 79: 177–184, June 12, 1954. (*Author:* Dean, University College, Washington University, Missouri.)

Reports extent to which courses designed especially for the aging are given in 99 selected institutions and nature of such courses.

2153. Reeves, Warren Edgar. *A Method for Evaluating a University Physical Education Program.* Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 150–152.

Unpublished doctoral dissertation (Ph. D.). Based on opinions of administrators, opinions of physical education students, and analysis of the activity class examination at University of Southern California.

2154. Richards, Irving T. The General Education Fanfare. *Assoc. Amer. Coll. Bull.*, 36: 386–390, Oct. 1950. (*Author:* President, Cambridge Junior College, Massachusetts.)

"The term 'general education' is probably a fortunate coinage as a replacement for the older term 'liberal arts education.' . . . The conclusion that the present writer would draw from these considerations is that the best general education yet conceived is the liberal arts education of our prewar colleges and that the sooner we return to it the better."

2155. Robinson, David Walter. *Implications of Liberal Arts Training at DePauw University as It Relates to the Vocational Success of Selected Male Graduates.* Bloomington: Indiana University, 1956. 232 p. Abstract in *Diss. Abstracts*, 17: 65–66, Jan. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 67 percent of all male graduates who received A.B. degrees from 1936 to 1951. Summarizes 14 major findings.

2156. Samson, Ruth Dawson. *A Study of Community Occupational Needs to Establish Criteria for Curriculum Study at the College Level.* Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1955, p. 366–369.

Unpublished doctoral dissertation (Ed. D.). A Foundation sponsored survey by the faculty of Los Angeles State College of Applied Arts and Sciences. Based on data from 400 employers of 20 or more employees each in the Los Angeles area to find the employment needs for the 4-year college graduate.

2157. Sanders, Jennings B. *Social Science Requirements for Bachelor's Degrees: A Study of Anthropology, Economics, History, Political Science, and Sociology in General Graduation Requirements.* Washington: Government Printing Office, 1959. (U.S. Office of Education Bulletin 1959, No. 8.) vi,68 p. Summarized in *Higher Educ.*, 15: 138–142, April 1959. (*Author:* With U.S. Office of Education.)

Based on replies to questionnaire sent to heads of the five departments named in 319 institutions, including 208 of the largest institutions and a sample of 111 (one-eighth) of the smaller ones. "The survey just completed provides the first data ever assembled on a large scale of social science requirements for bachelor's degrees. . . . It then proceeds to a study in depth of the courses most frequently taken by students for this purpose."

2158. Schalk, Irma. *Service Program Standards for Physical Education in Women's Catholic Liberal Arts Colleges.* New York: New York University, 1950. 271 p. Abstract in *Micro. Abstracts*, 11: 147–148, No. 1, 1951.

Unpublished doctoral dissertation (Ed. D.). Plan: "To ascertain first, what are existing conditions of organization, administration, and curriculum of physical education; second, what should constitute acceptable standards; and third, what recommendations should be made for improving existing programs." Based on questionnaire responses from 102 colleges and on personal visits to 15 of them.

2159. Stevens, David H. *The Changing Humanities: An Appraisal of Old Values and New Uses.* New York: Harper & Bros., 1953. xiv,272 p. (*Author:* Former Director for the Humanities, Rockefeller Foundation, New York.)

An analysis of the importance of the humanities in liberal education. Separate chapters devoted to languages, history, philosophy, literature, and new areas of research.

2160. Stickler, William Hugh; Stoakes, James Paul; *and* Shores, Louis. *General Education: A University Program in Action.* Dubuque, Iowa: W. C. Brown Co., 1950. ix,280 p. (*Authors:* (1) Director, Educational Research and Service; (2) Professor of English; (3) Dean, School of Library Training and Service; all of Florida State University.)

Includes a bibliography on general education, 1940–1948, compiled by Edwin R. Walker and LaNelle Vandiver. (See No. 2106.) Review by R. L. Buffington, *Jun Coll. Jour.*, 21: 378–381, Feb. 1951.

2161. ———, *ed. Organization and Administration of General Education.* Dubuque, Iowa: W. C. Brown Co., 1951. viii,431 p. (*Author:* See No. 2160.)

Contains 24 chapters, of varied authorship, chiefly concerned with organization and administration of general education at 22 different institutions. Reviews by J. H. Green, *Educ. Research Bull.*, 32: 24, Jan. 1953; and by C. E. Erickson, *Jour. Higher Educ.*, 23: 341, June 1952.

2162. ——— Senior Courses in General Education. *Jour. Higher Educ.*, 25: 139–146, 171, March 1954. (*Author:* See No. 2160.)

"It is the purpose of this study to examine representative senior courses in general education in selected colleges and universities, to present the purposes, attendant problems, and results of these courses, and to point out dangers which may be encountered when such courses are established prematurely." Lists 42 institutions whose courses were used in the study.

2163. ——— Whence and Whither General Education? *Jour. Higher Educ.*, 28: 195–201, 235–236, April 1957. (*Author:* See No. 2160.)

"What have been the most important developments in general education during the past third of a century? What will probably be the most significant developments in the movement during the next third of a century?" Reports replies to these questions from 107 "educators and other leaders of American thought."

2164. Swanson, John Charles. *The Graduates of a Midwestern Liberal Arts College Evaluate Their College Experiences.* Evanston, Ill.: Northwestern University, 1957. 309 p. Abstract in *Diss. Abstracts*, 17: 2942–2943, Dec. 1957.

Unpublished doctoral dissertation (Ph. D.). Based on responses to a 79-item questionnaire by 442 graduates of seven classes from 1935 to 1953 of Wheaton College, Illinois. "The graduates showed their satisfaction with the training received at Wheaton College. Over 93 percent of them would attend the school if they had the choice to make again."

2165. Taylor, Warren. Integration in the Humanities. *Jour. Higher Educ.*, 21: 84–85, 111–112, Feb. 1950. (*Author:* Associate Professor of English, Oberlin College, Ohio.)

An outline of a year-long course for juniors and seniors at Oberlin College. "The Oberlin plan, in contrast to that followed at many universities and colleges, places integration at the end rather than at the beginning of the college course."

2166. Thomas, Russell. General Education in American Colleges, 1870–1914. *Jour. Gen. Educ.*, 12: 83–99, April 1959. (*Author:* Professor of Humanities, University of Chicago.)

Good historical treatment. Part of a larger study of the "General Education Movement" in progress under grant from Carnegie Corporation of New York.

2167. Throssell, Wilbur Irving. *Organizational Approaches to the Development of Communication Courses in College Programs of General Education.* Gainesville: University of Florida, 1954. 311 p. Abstract in *Diss. Abstracts*, 14: 2013, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). "The central problem of this study has been to determine whether or not college courses in communication may be characterized by the organizational approaches used and, if so, which organizational approaches might be most effective."

2168. Trowbridge, Hoyt. Forty Years of General Education. *Jour. Gen. Educ.*, 11: 161–169, July 1958. (*Author:* Professor of English, University of New Mexico.)

Slightly revised form of opening chapter of author's book *General Education in the Colleges of Arkansas,* published in April by the Arkansas Experiment in Teacher Education. Reports results of a study under grant from Fund for the Advancement of Education. States that the 15 degree-granting institutions in the State have been engaged since 1952 in a statewide effort to improve undergraduate liberal curriculums. (Copies of report available from AETE office, 112 Baptist Medical Arts Building, 12th & Marshall Sts., Little Rock, Ark.)

2169. Walker, Robert H. *American Studies in the United States: A Survey of College Programs.* Baton Rouge: Louisiana State University Press, 1958. x,218 p.

Shows increasing attention paid since the 1930's to advanced study of American civilization. Based on questionnaires, interviews, and conferences. Finds 26 undergraduate and nine graduate programs in operation, with over 200 Ph. D. candidates in nine universities of which Minnesota, Pennsylvania, Harvard, New York, Western Reserve, and Yale have largest share. Bibliography, 12 titles. Review by R. E. Spiller, *Jour. Higher Educ.,* 30: 287–288, May 1959.

2170. Ward, F. Chapman, *ed.* *The Idea and Practice of General Education: An Account of the College of the University of Chicago by Present and Former Members of the Faculty.* Chicago: University of Chicago Press, 1950. xi,333 p. (*Author:* Dean of the College, Professor of Philosophy, University of Chicago.)

"At the University of Chicago, the long struggle of the College to control, define, and construct an intelligible and effective curriculum in general education has passed through the uphill stage. . . . The major purpose of this book is to contribute . . . an account of the academic program of the College as it is today, after nearly two decades of debate and development." Consists of 12 chapters by 17 authors.

2171. Wynne, John P. *General Education in Theory and Practice.* New York: Bookman Associates, 1952. 251 p. (*Author:* Faculty member, Longwood College, Virginia.)

Written "to assist in the systematic, critical analysis of the idea of general education." Contains 12 chapters covering ends, subject matter, organization, methods of teaching, extracurricular activities, and evaluation. Reviews by K. I. Brown, *Christ. Cent.,* 69: 1002–1003, Sept. 3, 1952; by F. H. Horn, *Jour. Higher Educ.,* 24: 276–277, May 1953; by H. T. Morse, *Sat. Review,* 35: 20–21+, Sept. 13, 1952; by L. V. Koos, *Sch. Review,* 61: 184–186, March 1953; and by R. C. Bauer, *Teach. Coll. Record,* 54: 56–58, Oct. 1952.

See also Nos. 15, 26, 40, 41, 48, 66, 76, 110, 195, 228, 238, 260, 289, 297, 367, 376, 384, 402, 453, 475, 540, 608, 611, 1360, 1369, 1435, 1439, 1586, 1806, 1811, 1817, 1842, 1917, 1935, 2032, 2048, 2061, 2063, 2069, 2070, 2187, 2219, 2247, 2248, 2290, 2310, 2314, 2333, 2335, 2336, 2342, 2344, 2370, 2526, 2535.

4. GRADUATE PROGRAMS

2172. Anderson, Earl W. *and* Richardson, O. T. Bases for Evaluating the Master's Program. *Jour. Higher Educ.*, 24: 376–381, Oct. 1953. (*Authors:* (1) Professor of Education, Ohio State University; (2) Faculty member, Washington University, Missouri.)

States and discusses 13 bases of evaluation to ensure master's degree work of the highest quality.

2173. Anderson, Robert C. *A Process for Selecting Doctoral Candidates.* New York: New York University, 1950. 252 p. Abstract in *Micro. Abstracts*, 11: 39–40, No. 1, 1951.

Unpublished doctoral dissertation (Ph. D.). Based on extensive study of 50 doctoral candidates at New York University. Finds that use of five criteria "would provide relatively accurate data for the identification of those applicants who would probably not be successful in the doctoral program."

2174. Armentrout, William Winfield. *The Master's Degree in California.* Stanford, Calif.: Stanford University, 1953. 288 p. Abstract in *Diss. Abstracts*, 14: 263, Feb. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on historical sources, practices in 49 institutions in California granting master's degrees, and questionnaire responses from 39 of them. Makes recommendations for improvement in requirements.

2175. Armsby, Henry H. Graduate Student Enrollments, Fellowships, and Assistantships. *Higher Educ.*, 12: 58–59, Dec. 1955. (*Author:* With U.S. Office of Education.)

Summarizes National Science Foundation Bulletin No. 5, based on study of 152,000 resident graduate students in 330 institutions of higher education. Finds that 25 percent of them were receiving some form of financial assistance. Of total number, approximately one-third were enrolled in field of education, one-fifth in natural sciences, one-tenth in engineering, one-tenth in humanities and arts.

2176. Axelrod, Joseph, *ed. Graduate Study for Future College Teachers.* Washington: American Council on Education, 1959. xiv,111 p. (*Author:* Professor of Humanities, San Francisco State College, California.)

Report of a Conference on College Teacher Preparation Programs, sponsored by Committee on College Teaching of the American Council on Education, April 30–May 1, 1958, with 41 participants. Summarizes seminar discussions on three major topics: (1) Is the Present Ph. D. the Best Degree for College Teachers? Gives descriptions of programs designed especially for preparation of college teachers at Vanderbilt University, Oregon State College, University of Michigan, and Tulane University. (2) Can a First-Rate Master's Program for College Teachers be Designed? (3) Graduate Study for Prospective College Teachers in Undergraduate Colleges. Gives description of plan introduced at Sarah Lawrence College, New York.

2177. Beach, Leonard B. Report of the Committee on Policies in Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1955, p. 11–47. (*Author:* Dean, Graduate School, Vanderbilt University, Tennessee; Chairman of the Committee.)

Report presented in 6 sections: (1) The Ph. D. Program—1955 Style; (2) Ph. D. Research and Dissertation; (3) The Major for the Ph. D.; (4) The Master's Degree; (5) Preparation of College Teachers in the Graduate School; (6) The Professionalizing of the Ph. D. Degree. Each section followed by extended discussion, reports of which total 25 pages.

2178. Bean, Mary Vernace. *Development of the Ph. D. Program in the United States in the Nineteenth Century.* Columbus: The Ohio State University, 1953. 344 p. Abstract in *Diss. Abstracts*, 18: 1325–1328, April 1958.

Unpublished doctoral dissertation (Ph. D.). Discusses background at University of Bologna and other European universities. Full consideration of developments at Yale, Harvard, Cornell, Michigan, and Johns Hopkins universities, selected because "it was felt that each represented a different type of leadership in the development of the Ph. D. program in the United States."

2179. Benson, Willard A. *Measurable and Observable Factors in Selection of Doctoral Candidates With Special Implications for Industrial Education.* Detroit, Mich.: Wayne State University, 1959. 256 p. Abstract in *Diss. Abstracts*, 19: 3185, June 1959.

Unpublished doctoral dissertation (Ed. D.). "The study was conducted in two parts: the first, an investigation of selection and retention procedures used in the Industrial and Vocational Education Departments of nine major universities; and the second, a statistical analysis of test scores and records of Education Doctoral Students at Wayne State University." Statistical section involves various doctoral students, and determination of a cut-off line that would have eliminated 94 percent of the unsuccessful ones.

2180. Bent, Henry E. Traditions in Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1953, p. 11–21. (*Author:* Dean, Graduate School, University of Missouri.)

Presidential address. Discusses four "traditions" and possible modifications of them; selective admission of graduate students, testing and examinations, administration of graduate work, and research leading to a thesis. "This brief analysis of four traditions in graduate education has led me to the conclusion that research is of such great importance in our graduate program as to make it desirable to subordinate to its fullest support many of our time honored activities."

2181. Berelson, Bernard R. The Studies of Graduate Education. *Grad. Jour.*, 1: 155–167, Fall 1958. (*Author:* Professor of Behavorial Sciences, University of Chicago; Director of the Study of Graduate Education.)

"I am doing a two-year study of graduate education that will result in a report in early Fall, 1959. This study will include a broad view of the history of graduate education and its institutions. . . . In scope the study is concerned with those disciplines and fields that typically lead to the Ph. D. degree or its equivalent. . . . In time, the study covers the first century of graduate study in this country, 1876–1976, but it will focus on the periods just past and just ahead. . . . I shall be pleased if in the end my report consists of four chapters—what has happened in graduate study, what is happening, what will happen, and what should happen." Present article deals chiefly with what has happened. "There are several limitations that the past of graduate education places on the present, and perhaps some lessons that it teaches about present controversies." Discusses some 35 major pronouncements on graduate education since 1900. States 10 major criticisms.

2182. ——— Report on a Study of the Graduate School in the United States. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 106–107. (*Author:* See No. 2181.)

Report of progress in two-year study of graduate education under grant from Carnegie Corporation of New York. Promises a report "next year." For further details see No. 2181.

2183. Bess, Demaree. Where the Biggest Ideas Are Born. *Sat. Eve. Post*, 228: 25, 119–120, Oct. 22, 1955. (*Author:* Editorial Staff, *Saturday Evening Post.*)

Describes origin, methods, and success of Institute for Advanced Study at Princeton, N.J.

2184. Beyers, William Everett. *An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh.* Pittsburgh, Pa.: University of Pittsburgh, 1954. 324 p. Abstract in *Diss. Abstracts*, 14: 784–785, May 1954.

Unpublished doctoral dissertation (Ed. D.). Based on study of 478 graduate students and recent graduates of University of Pittsburgh. "This study has produced a consolidated list of leadership competencies in educational administration. It has also developed an instrument for appraising graduate training programs that lead to the doctorate in educational administration."

2185. Bornet, Vaughn D. Doctoral Dissertations and the Stream of Scholarship. *Coll. & Univ.*, 28: 17–30, Oct. 1952. (*Author:* Research Associate in History, Stanford University.)

Suggests various means for making doctoral dissertations more widely available for scholarly use, including revision of postal rates and use of microfilm.

2186. ——— Microfilm Publication of Doctoral Dissertations. *AAUP Bull.*, 39: 501–513, Autumn 1953. (*Author:* See No. 2185.)

An excellent account of the increasing use of the microfilm process for publication of doctoral dissertations, its advatages for new doctors, costs, methods, abstracts, copyright, and other practical details. "Of the 7,661 dissertations prepared in the United States and Canada in the academic year 1951–52, about 2,000 were photographed on microfilm."

2187. Chiappetta, Michael. Higher Education: Graduate or Undergraduate. *Sch. & Soc.*, 77: 308–310, May 16, 1953. (*Author:* Faculty member, University of California.)

Urges a distinction in goals and methods of graduate education. Claims that to label "additional work 'graduate' merely because it occurs after the completion of a baccalaureate degree needlessly confuses the functions of university-level institutions and causes untold deterioration of both college and university teaching."

2188. Clark, Kenneth E. *and* Moore, Bruce V. Doctoral Programs in Psychology, 1957–1958. *Amer. Psych.*, 13: 631–633, Nov. 1958.

Report of Education and Training Board Task Committee of American Psychological Association. Gives a variety of data regarding staff, student-faculty ratio, and other features in 51 departments having approved programs for the doctorate in psychology. Also a table showing trends annually since 1947–48.

2189. Clippinger, Donald R., *ed.* Midwest Conference on Graduate Study and Research. *Proceedings*, of the 13th Annual Meeting, Chicago 1957. Iowa City, Iowa: Midwest Graduate Study and Research Foundation, Inc., 1957. 60 p. (*Author:* Dean, Graduate College, Ohio University; Secretary of the Foundation.)

Contains a variety of addresses, reports, and panel discussions on various topics connected with graduate study. Similar contents in *Proceedings* of earlier annual meetings.

2190. Collier, Joseph M. Proposals for the Ph. D. *CEA Critic,* 20: 1, 6–7, Nov. 1958. (*Author:* Instructor in English, El Camino College, California.)

"Being a junior college instructor filled with self-interest, I would like to suggest the possibility of altering current doctoral programs or making additions to them so as to bring the Ph. D. work more in line with the type of teaching in a junior college (or lower division of a university) an instructor does."

2191. Cree, Sara Helen. *A Critical Evaluation of the Masters' Theses in Physical Education at the Pennsylvania State University.* University Park: Pennsylvania State University, 1954. 136 p. Abstract in the Pennsylvania State University, *Abstracts of Doctoral Dissertations,* vol. 17, 1954, p. 586–590.

Unpublished doctoral dissertation (Ed. D.). Develops criteria of approximately 175 questions, as validated by a jury of research experts, for evaluation of a Master's thesis, and applies it to all theses for 20 years at the university written for the master's degree in physical education.

2192. Cronkhite, Bernice Brown. *Graduate Education for Women: The Radcliffe Ph. D.* Cambridge, Mass.: Harvard University Press, 1956. 135 p. (*Author:* Dean, Radcliffe College, Massachusetts.)

Report of a Faculty-Trustee Committee, Mrs. Cronkhite, Chairman. Based in large part on questionnaire responses from 321 of the 400 living holders of the Ph. D. from Radcliffe College. Radcliffe confers the Ph. D. degree on more women than any other institution in the United States except Columbia University and University of Chicago. Contains discussion of who should go to graduate school; statements concerning the faculty, the dean, and the student; financing of graduate education; and a look into the future. Review by V. C. Gildersleeve, *Jour. Higher Educ.,* 27: 401–402, Oct. 1956.

2193. Curtin, Wylma R. Requirements for the Master's Degree With a Major in Education. *Cath. Educ. Review,* 57: 73–96, Feb. 1959; 57: 145–161, March 1959. (*Author:* Associate Professor of Education, Catholic University of America, Washington, D.C.)

An extended answer to the question: "What is the nature of the Master's degree with a major in Education as it is being offered in the Catholic institutions of higher learning in the United States today?" Includes review of related literature and detailed data on conditions and requirements in 44 institutions. Bibliography, 26 titles.

2194. Diekhoff, John Siemon. The Responsibility for the Training of College Teachers. *Jour. Gen. Educ.,* 5: 224–231, April 1951. (*Author:* Associate Professor of English, Queens College, New York.)

"There are at least three institutions . . . which contribute to the training of the college teacher: the undergraduate college, the graduate school, and the employing institution." Considers the responsibility of each, but stresses the deficiencies and need for improvement of Ph. D. programs.

2195. *Dissertation Abstracts.* Microfilm Abstracts, Ann Arbor, Michigan. Vol. 20.

This monthly journal, now in its 20th year, is devoted entirely to abstracts of doctoral dissertations accepted by leading American universities. In July 1959, 97 universities and colleges were cooperating in this form of publication, many of them having abandoned publication of their former separate institutional abstract series. In 1959 approximately 6,000 abstracts were published accounting for about two-thirds of the annual output of doctoral degrees in the country. All dissertations abstracted can be secured on microfilm at a cost of about 1¼ cents per page; or on Xerox (5½" x 8½") at cost of about 4½ cents per page. Exact costs of such reproductions are given at end of each published abstract.

2196. *Doctoral Programs Offered by Southern Universities.* Atlanta, Ga.: Southern Regional Education Board, 1955. vii,175 p.

Lists doctoral programs offered by accredited institutions in 14 southern States in 1954. Includes name of degree, number of degrees awarded since 1949, and sources of additional information. Basic arrangement is by subject-matter fields.

2197. Duncan, William H. *A Study of Factors in the Development of Master's Degree Programs for Teachers, With Implications for a Graduate Program in the State Teachers Colleges of Pennsylvania.* University Park: Pennsylvania State University, 1956. 292 p. Abstract in *Diss. Abstracts*, 17: 272–274, Feb. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on review of current literature, survey of master's degree programs in 42 State teachers colleges and 80 other institutions, personal interviews with 38 school administrators, and questionnaire responses from 1,735 teachers and administrators. "In the opinion of more than 75 percent of the teachers and administrators in the study, teachers need preparation beyond the baccalaureate program to meet their responsibilities effectively."

2198. Dykstra, John W. The Ph. D. Fetish. *Sch. & Soc.*, 86: 237–239, May 24, 1958. (*Author:* Instructor in Sociology, Syracuse University, New York.)

"The Ph. D. program has about as much relation to classroom competence as a course in bullfighting has to proficiency in agriculture. . . . If the acquisition of the Ph. D. is to continue to be the key to academic respectability for a college faculty, the requirements for the degree should be made to bear a more meaning relationship to the work expected of such professionals." For comment by J. M. Davis, see *Sch. & Soc.*, 86: 458–459, Dec. 20, 1958.

2199. Eble, Kenneth E. The Scholar Must Also Teach. *Improv. Coll. & Univ. Teach.*, 4: 15–17, Winter 1956. (*Author:* Instructor in English, University of Utah.)

"I have been struck by the vast gap which separates the graduate school scholar from the college or university teacher which he becomes. . . . Unfortunately, the shock of scholar becoming teacher is one for which the graduate school inadequately prepares its graduates. . . . It is in the actual teaching skills that the graduate school fails to prepare its future scholars and teachers." Describes programs at Princeton University, University of Michigan, and Oregon State College as "graduate schools which have taken steps toward producing the scholar-teacher."

2200. Eells, Walter Crosby. Doctorates Earned at American Educational Institutions. *Coll. & Univ.*, 32: 24–28, Fall 1956. (*Author:* Retired Professor of Education.)

Points out six major shortcomings and limitations of data published by U.S. Office of Education with reference to earned doctorates, and methods for adjusting or correcting some of them. Supplementary to No. 64.

2201. ——— Earned Doctorates for Women in the Nineteenth Century. *AAUP Bull.*, 42: 644–651, Winter 1956. (*Author:* See No. 2200.)

Gives data on 229 women who earned doctorates between 1877 and 1900 in 29 American institutions.

2202. ——— Leading American Graduate Schools. *Assoc. Amer. Coll. Bull.*, 43: 563–576, Dec. 1957. (*Author:* See No. 2200.)

Determines ranking of leading graduate schools of the country in terms of number of doctorates conferred, 1948–1955, and the five most outstanding institutions in each of 48 principal fields of graduate study. Makes comparisons with other rankings 1925–1935.

2203. ——— Graduate Students in American Universities. *Assoc. Amer. Coll. Bull.*, 44: 459–464, Oct. 1958. (*Author:* See No. 2200.)

An analysis of data published in F. W. Ness's *A Guide to Graduate Study: Programs Leading to the Ph. D. Degree* (No. 2243). Shows distribution by subject-matter fields of more than 100,000 graduate students in 1956–57. Makes comparisons with distribution as reported in 1897. "The change in emphasis in graduate work in the past sixty years is very striking. In 1897 the natural sciences engaged the attention of a little more than a quarter of the graduate students; in 1957 of almost half of them. On the other hand, enrollments in the humanities and social sciences decreased from almost three quarters of the total number to barely half."

2204. Elder, John P. Report of Committee on Policies in Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 31–49. (*Author:* Dean, Graduate School, Harvard University.)

"The report falls into two parts. Part one aims at resoundingly affirming last year's report [See No. 2221.] Specifically, it believes in revitalizing the Master's degree, looking forward to that degree as ultimately the college teaching degree. Second—part two—the report believes that we should press on toward redesigning the Ph. D." Advocates limitation on time permitted and on length of Ph. D. dissertation, and establishment of a Graduate Entrance Examination Board to devise and administer three kinds of examinations. Presentation of report (8 pages) followed by 11-page discussion of it by many deans of graduate schools.

2205. Ellsworth, Ralph E. Toward Publishing Doctoral Dissertations. *Jour. Higher Educ.*, 23: 241–244, May 1952. Same, in briefer form, *Higher Educ.*, 9: 19–20, Sept. 15, 1952. (*Author:* Director of Libraries, State University of Iowa; Chairman, Committee of Association of Research Libraries.)

Gives details of plan adopted by Association of Research Libraries for publication of doctoral dissertations by microfilm in cooperation with University of Michigan and with publication of abstracts in *Dissertation Abstracts.*

2206. Figueroa, John J. Postgraduate Teacher Education: Some Experiments in the U.S. *Univ. Quart.*, 13: 74–82, Nov. 1958. (*Author:* Lecturer in Education, University College of the West Indies.)

Describes sympathetically visits to study experimental programs at Harvard University, Johns Hopkins University, and Cornell University. Most attention given to Harvard.

2207. Firebaugh, Joseph J. Teachers and Graduate Training. *Jour. Higher Educ.*, 23: 254–259, 285, May 1952. (*Author:* Instructor in English, University of Washington.)

Condemns the rigid specialization of the graduate school. Urges greater breadth as the guiding principle in graduate education.

2208. Frost, Arthur A. *and* Hussey, Allen S. Cumulative Examinations for the Ph. D. Degree. *Jour. Chem. Educ.*, 35: 599-600, Dec. 1958. (*Authors:* Professors of Chemistry, Northwestern University, Illinois.)

"Cumulative examinations are a set of short, often single question, written examinations in the major field of the candidate. They are given at regular intervals during the year. . . . The cumulative examination was first used at Harvard University in the late 1940's. It has since been adopted by a few other institutions."

2209. Gant, George F. Self-Evaluation in Southern Universities. *Educ. Record*, 33: 184–192, April 1952. (*Author:* Consultant on Graduate Programs, Southern Regional Education Board.)

Describes development of the *Guide* (No. 2225) and its use by a number of southern universities "a dozen of which are now concluding some form of systematic self-evaluation."

2210. ——— The Future of Graduate Education in the South. In Southern University Conference, *Proceedings*, 1953, p. 120–130. (*Author:* See No. 2209.)

Predicts that 12 percent of the total college enrollment in the South in 1970 will be graduate students, or 126,000 as compared with 34,000 in 1950. Considers implications of this great increase—financial, staff, leadership, special programs, and interinstitutional cooperation.

2211. Gardner, Eric F. *Tomorrow's Graduate School of Education.* Syracuse, N.Y.: Syracuse University Press, 1958. 60 p. (*Author:* Professor of Education, Syracuse University, New York.)

The 1958 J. Richard Street Lecture at Syracuse University. "It will be my purpose to consider the graduate school of education —its history, its current status, and, in particular its role in the future."

2212. Hammond, Lewis M. The Master's Degree Program. *Assoc. Amer. Coll. Bull.*, 44: 65–70, March 1958. (*Author:* Dean, Graduate School, University of Virginia.)

"Assuming not enough Ph. D.'s will graduate in the next few years to meet the great demand for college teachers, how can the scholarly master's degree be rehabilitated to serve its original purpose of preparing teachers in the liberal arts?" Presents five proposals for such rehabilitation.

2213. Hannaford, John W. An Experimental Effort in General Education at the Graduate Level. *Jour. Gen. Educ.*, 9: 156–160, April 1956. (*Author:* Assistant Professor of Social Sciences, Ball State College, Indiana.)

Reports experiences of a class of 38 graduate students at Ball State College and their comparisons of its value with other graduate courses.

2214. Hanson, Abel A. Graduate Work in Educational Promotion and Fund Raising. *Pride*, 1: 20, Jan. 1957.

(*Author:* General Secretary, Teachers College, Columbia University.)

Description of course given in the subject for first time at Teachers College, Columbia University, in 1955–56.

2215. Harrison, R. W. Graduate and Professional Education in a Changing Scene. *Hosp. Admin.*, 4: 21–32, Summer 1959.

"An educator states the case for the ivory tower as a bulwark against the 'tyranny of the despot majority' seeking overprofessionalization of our education system."

2216. Hedrick, James A. *The Negro in Southern Graduate Education.* Denton: North Texas State College, 1954. 354 p. Abstract in *Diss. Abstracts*, 15: 299–300, Feb. 1955.

Unpublished doctoral dissertation (Ed. D.). Based in part on field work in 1954 on campuses of seven graduate schools in Texas, Oklahoma, Arkansas, and Louisiana, and on questionnaire responses from 448 graduate students of whom 83 were Negro.

2217. Henry, Nelson B., *ed. Graduate Study in Education.* (50th Yearbook of the National Society for the Study of Education, Part I.) Chicago: University of Chicago Press, 1951. xix, 369 p. (*Author:* Professor of Education, University of Chicago.)

"This is the first of the Society's yearbooks to be devoted entirely to the consideration of the graduate division of the American system of formal education." Presented in three major sections. First section consists of nine chapters, of varied authorship, on various aspects, as follows: "History of Graduate Education," by Carter V. Good; "Functions of Graduate Departments," by Ralph W. Tyler; "Organization," by T. R. McConnell; "Professional and Scientific Obejectives," by W. W. Charters; "Means and Ends," by Frank N. Freeman; "Critique of Research," by W. A. Brownell; "Role of the Laboratory School," by W. C. Olsen; "Personnel Services," by Ruth Strang; and "Standards" by W. E. Lessinger. Second section consists of 28 chapters, averaging over seven papers each, describing the provisions for graduate study in education in each of 28 leading institutions. Third section summarizes results of a questionnaire study of progress of graduate students in education in 85 institutions. Review by C. H. Jones, *Jour. Higher Educ.*, 23: 338–339, June 1952.

2218. Hester, Ralph G. *An Evaluation of Requirements for Master's Degrees with Major Study in Physical Education in Texas Colleges and Universities.* Austin: University of Texas, 1958. 377 p. Abstract in *Diss. Abstracts*, 18: 2053, June 1958.

Unpublished doctoral dissertation (Ed. D.). Based on judgments of jury of 99 leading educators for identifying critical requirements; and a questionnaire checklist together with follow-up visits and interviews in Texas institutions. Finds 137 policies and practices prevalent in the Texas institutions studied.

2219. Hilgard, Ernest R. General Education at the Graduate Level. *Jour. Higher Educ.*, 26: 294–297, June 1955. (*Author:* Dean, Graduate Division, Stanford University.)

States that general education should properly be a continuous process, not something which can be safely relegated to a few undergraduate courses. Describes actual programs of continuing general education at the graduate level at Stanford University. Suggests appropriate modification of Ph. D. requirements.

2220. Hobbs, Marcus E. Report of the Committee on Policies in Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1956, p. 8–81. (*Author:* Dean, Graduate School, Duke University, North Carolina.)

Includes two major reports, Ph. D. program time requirements, and supply and demand of graduate students, each based on replies from 30 member institutions. Projects, by years, probable number of doctorates for 15 years, reaching 20,940 in 1970–71 (men, 19,310; women, 1,630.) Includes nine pages of discussion by various deans.

2221. ——— Report of the Committee on Policies in Graduate Education: "Doctors and Masters—Good and Bad." In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1957, p. 33–48. (*Author:* See No. 2220.)

"If we do not take some steps toward defining and tightening the Ph. D. program, and toward rehabilitation of the A. M., we shall gradually lose the power to get our houses in order. For doctors and masters will be called for in the next decade with a resistless intensity." Presentation of this important report is followed by six pages of discussion by various deans. For comments by E. Walters, see *Sch. & Soc.*, 86: 110–111, March 1, 1958.

2222. **Hollis, Ernest V.** *Toward Improving Ph. D. Programs: Prepared for the Commission on Teacher Education.* Washington: American Council on Education, 1945. xii,204 p. (*Author:* With U.S. Office of Education.)

An analysis of expert opinion on the methods and results of the educational preparation of college teachers, with specific suggestions for directing graduate education into channels most likely to assure its richest development. Informative historical sketch traces forces that have shaped doctoral work through the last several decades. Chapter titles: I. Long Range Forces That Have Shaped Doctoral Work. II. A Decade of Graduate School Experience. III. Employment Analyzed by Major Duties. IV. Suggestions from Lay Employers of Ph. D. Graduates. V. Suggestions from Academic Employers of Ph. D. Graduates. VI. The Opinion of Graduates in Active Service. VII. Toward Improving Ph. D. Programs. Chapter II is based on extensive analysis of 22,509 holders of the Ph. D. degree, by years from 1930–31 to 1939–40, by institutions, and by other factors. Review by J. P. Mitchell, *American Association of Cellegiate Registrars Journal,* 21 : 395, Apr. 1946; by P. H. Landis, *Amer. Sociol. Review,* 11 : 758–759, Dec. 1946; by W. A. Shimer, *Assoc. Amer. Coll. Bull.,* 32 : 312–313, May 1946; by M. R. P. McGuire, *Cath. Educ. Review,* 44 : 223–228, April 1946; by B. L. Ullman, *Classical Journal,* 41 : 363–366, May 1946; by E. H. Reisner, *Educ. Forum,* 11 : 112–114, Nov. 1946; by R. H. Eckelberry, *Educ. Research Bull.,* 26 : 54–56, Feb. 1947; by M. TenHoor, *Jour. Higher Educ.,* 17 :391–392, Oct. 1946; by A. K. Banks, *Jour. Home Econ.,* 38 : 603–604, Nov. 1946; by F. A. Shannon, *Miss. Val. Hist. Review,* 33 : 293–307, Sept. 1946; by C. E. Seashore, *North Central Assoc. Quart.,* 20 : 263, Jan. 1946; by A. F. Dodge, *Occupations,* 24 : 439, April 1946; and by C. Atkinson, *Sch. & Soc.,* 64 : 207, Sept. 4, 1946.

2223. **Hudson, N. Paul.** Graduate Education and the Association of Graduate Schools. In Association of Graduate Schools in the Association of American Universities *Proceedings,* 1954, p. 11–18. (*Author:* Dean, Graduate School, Ohio State University.)

Presidential address. States nine "current issues worthy of consideration by the Association of Graduate Schools as an organization and on which it could profitably and forcefully express itself, and with authority." Urges enlarged membership of the association.

2224. ——— *and* **Moyer, Harvey V.** A Study on the Objectives of Graduate Education. *Educ. Record,* 32 : 371–379, Oct. 1951. (*Authors:* (1) Dean, Graduate School; (2) Professor of Chemistry; both of Ohio State University.)

Based on data secured by Committee on Policy and Standards of Ohio State University in autumn of 1948 from 289 candidates for the master's degree and 457 candidates for the doctor's degree, all answering the single question: "What are your purposes in going to graduate school?" Answers are summarized in two tables. "Preparation for careers in teaching was mentioned specifically by 32 percent of master's candidates and 58 percent of Ph. D. candidates." Gives analysis and seven recommendations by the Committee.

2225. *Improving Graduate Education: A Guide to Institutional Self-Evaluation.* Atlanta, Ga.: Board of Control for Southern Regional Education, 1951. 117 p.

Indicates how institutions may organize for self-evaluation, describes programs and resources of departments, and evaluation of departmental programs. For development of the *Guide* see G. F. Gant, No. 2209.

2226. **Jackson, William Vernon.** The Distribution of Doctorates in Post War Years. *Jour. Higher Educ.,* 28: 41–44, Jan. 1957. (*Author:* Librarian, University of Illinois.)

An analysis of 52,000 doctorates, by years 1945 to 1954, by 132 institutions conferring them, and by 48 fields of study. Conclusion: "Doctoral study remained concentrated in relatively few institutions and subjects."

2227. **James, Richard Warren.** *Selection of Graduate Students: (1) The Adequacy of Certain Measures for Differentiating Between Two Groups of Master's Candidates, (2) The Value of These Measures in Prognosing Graduate Academic Achievement.* New York: New York University, 1950. 117 p. Abstract in *Micro. Abstracts,* 11 : 53–54, No. 1, 1951.

Unpublished doctoral dissertation (Ph. D.). Studies significance of nine measures on 225 candidates for master's degree at New York University.

2228. **Jantzen, J. Marc** *and* **Cobb, Emerson G.** A Teaching Doctorate Degree for Junior College Instructors. *Jun. Coll. Jour.,* 29: 213–214, Dec. 1958. (*Authors:* (1) Dean, School of Education; (2) Chairman, Department of

Chemistry; both of College of the Pacific, California.)

Describes program for a doctor's degree at College of the Pacific through cooperative planning of School of Education and Department of Chemistry. "It attempts to bridge the gap between the research-centered Ph. D. program and the undue concentration on professional education of the Doctor of Education degree."

2229. Jaracz, William A. Trends in Graduate Education. *Higher Educ.*, 11: 87–89, Feb. 1955. (*Author:* With U.S. Office of Education).

Gives in both tabular and graphic form comparative data on graduate degrees from 1900 to 1954. "If past trends are any indication of future events, this expensive graduate education will continue to become larger as higher education is further developed."

2230. Kraus, Charles G. The Evolution of the American Graduate School. *AAUP Bull.*, 37: 497–505, Autumn 1951. (*Author:* Professor of Chemistry Emeritus, Brown University, Rhode Island.)

Address at 25th anniversary of establishment of graduate school at Brown University. Traces factors in development of graduate education since 1876, with founding of Johns Hopkins University. "It was not until after the founding of new institutions, such as Johns Hopkins, Clark, and Chicago, which had no traditions, no graduates, and no alumni, that graduate education was able to get under way."

2231. Lampe, Tom Arthur. The Extent and Kind of Master's Research in Education. *High School Jour.*, 38: 37–43, Nov. 1954. (*Author:* Coordinator of Research, Iowa State Teachers College.)

An analysis of 2,606 master's theses in education written at 241 institutions in 1951–52 and of 3,504 master's theses at 321 institutions in 1952–53. Finds that of the institutions which conferred 24,538 master's degrees in education in 1951–52, 29 percent always required a thesis or other permanent paper; 5 percent never required one; 66 percent made a thesis optional or conditional. Teachers College, Columbia University, reported 2,465 master's degrees but only five master's theses. Conclusion: Any worthwhile findings should be disseminated widely." Basis for series described in No. 2232.

2232. ——— *and* Silvey, H. M., *eds. Master's Theses in Education, 1957–1958.* Cedar Falls: Iowa State Teachers College, 1958. Vol. 7. x,170 p. (*Authors:* (1) See No. 2231; (2) Director, Bureau of Research, Iowa State Teachers College.)

An annual publication, listing, without annotations, authors, titles, and institutions for master's theses in education. Vol. 7 reports 2,887 theses written at 423 American and Canadian universities. Classified in 90 topical groups.

2233. Leys, Wayne A. R. The Terminal Master's Degree. *Harvard Educ. Review*, 26: 233–240, Summer 1956. (*Author:* Dean, Graduate Division, Roosevelt University, Illinois.)

Suggests establishment of special program for graduate students who for some reason do not plan to proceed to the doctorate. Such a degree would have three objectives: (1) creating a basis for technical competence, (2) maintaining habits of reading and inquiry, (3) developing professional attitudes.

2234. Lokers, Raymond James. *An Evaluation of the Doctoral Program in Education at the University of Michigan in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University.* Ann Arbor: University of Michigan, 1959. 247 p. Abstract in *Diss. Abstracts*, 19: 3191, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses for 276 recipients of the doctorate in education at the University before 1956. "The findings show that the post-doctoral careers of the recipients of the doctorate from the University of Michigan School of Education reasonably fulfil the occupational expectations the institution may hold for them and that the graduates are also predominantly satisfied with their preparation at the University."

2235. Lucas, Keith Edward. *Criteria for Evaluation of Programs of Study Leading to the Master's Degree That Prepare Teachers of Business Subjects for the Secondary Schools.* Columbus: Ohio State University, 1953. 380 p. Abstract in *Diss. Abstracts*, 20: 214–216, July 1959.

Unpublished doctoral dissertation (Ph. D.). Based chiefly on study of programs in 71 institutions offering a master's degree in business education. States 21 criteria, developed from a variety of data secured from different sources.

2236. McAllister, Dorothy M. Library Resources for Graduate Study in

Southern Universities for Negroes. *Jour. Negro Educ.*, 23: 51–59, Winter 1954. (*Author:* Circulation Librarian, Howard University, Washington, D.C.)

A study of the budgets, book collections, and staffs of 11 Negro institutions in the South that started offering graduate work after 1937. Makes comparisons with Howard University and Fisk University, the two earliest Negro colleges to offer graduate work.

2237. McBride, William Byrl. *An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program.* Gainesville: University of Florida, 1951. 241 p. Abstract in *Diss. Abstracts*, 14: 1977, Nov. 1954.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To determine the extent to which selected doctoral requirements, practices, and objectives are established by the scientific attitude." Based on data for 120 graduate deans, bulletins, and other sources.

2238. McCloy, Charles H. A Letter to the Dean of the Graduate College. *Mod. Lang., Jour.*, 42: 45–46, Jan. 1958. (*Author:* Faculty member, State University of Iowa.)

Urges retention of foreign language requirements for Ph. D. degree and suggests method for making them more effective. For comments see *Mod. Lang. Jour.*, 42: 238–243, May 1958.

2239. McCulloch, Robert W. The Impact of Public School Teachers on Graduate Schools. *AAUP Bull.*, 41: 721–732, Winter 1955. Also as "The Role of Graduate Schools in Teacher Education: A Study of Ten Graduate Programs," *North Cent. Assoc. Quart.*, 30: 211–218, Oct. 1955. (*Author:* Chairman, Graduates Studies, Western State College of Colorado.)

Personal observations, based on visits to 10 institutions in territory of North Central Association. Emphasizes the significance of the fifth year program and award of the master's degree "probably without requiring either a thesis or a foreign language for the degree."

2240. McKeefery, William J. How Can Instruction in Colleges and Universities Be Improved? *North Cent. Assoc. Quart.* 28: 401–403, April 1954. (*Author:* Dean and Professor of Religion, Alma College, Michigan.)

Summary of a panel discussion at meeting of North Central Association. States five ways in which a graduate school can improve instruction at the undergraduate level.

2241. McPeake, Thomas Everett. *The Development of the Doctor of Education Degree.* New York: New York University, 1957. 287 p. Abstract in *Diss. Abstracts*, 18: 1711–1712, May 1958.

Unpublished doctoral dissertation (Ph. D.). Reports on developments in Ed. D. programs in 22 universities which have been granting the degree for 20 years or more. Studies the following factors: admission to candidacy, course requirements, tools, examinations, and thesis. Based on analysis of published data and on personal visits to 12 of the institutions. Separately prepared reports on each institution were sent to their respective deans for review and comments.

2242. *Midwest Conference on Graduate Study and Research.* Proceedings of the Thirteenth Annual Meeting, Chicago, April 1–2, 1957. Iowa City, Iowa: Midwest Graduate Study and Research Foundation, Inc., 1957. 60 p.

Contains minutes, committee reports, and several major addresses on various phases of graduate study. Similar information in earlier annual volumes of proceedings.

2243. Ness, Frederic W. *A Guide to Graduate Study: Programs Leading to the Ph. D. Degree.* Washington: Association of American Colleges, 1957. xi,335 p. Distributed by American Council on Education. (*Author:* Administrative Vice President, Dickinson College, Pennsylvania.)

Valuable reference volume giving extensive information concerning graduate programs for the Ph. D. degree in 135 institutions. Also reports number of graduate students and number of faculty members in each field of study for most institutions. Contains bibliography of 19 titles on "College Teaching as a Career" (all since 1945), and of 31 titles on "Preparation for College Teaching" (all since 1938.) Review by T. C. Blegen, *Jour. Higher Educ.*, 29: 348–349, June 1958. (Second Edition in preparation.)

2244. Nock, Francis J. Foreign Languages as a Graduate Study Requirement. *Coll. & Univ.*, 33: 154–162, Winter 1958. (*Author:* Associate Professor of German, University of Illinois.)

"In this paper I will try: (1) to give a picture of the situation, and (2) to make suggestions for change and improvement." Reports judgments of 43 departmental heads at University of Illinois.

2245. Orowan, Egon. Our Universities and Scientific Creativity. *Bull. Atomic Scientists*, 15: 236–239, June 1959.

After showing that Americans have always depended upon European discoveries for their own advances, claims we cannot in the future take this chance. Tells how our academic practices must be changed if we are to realize the creative scientific research we need.

2246. Owens, *Sister* M. Lilliana. Origin and History in Brief of the Academic Costume. *Cath. Educ. Review*, 48: 175–184, March 1950.

Includes discussion of origin and early use of gowns, caps, and hoods, and variations for different faculties as well as present standards and usage.

2247. Parker, William R. Foreign Languages and Graduate Study. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1953. p. 22–33. (*Author:* Professor, New York University; Executive Secretary, Modern Language Association.)

Emphasizes the increased interest of the Modern Language Association in problems of teaching of foreign languages. Reports that of 767 colleges queried, 30 percent have a foreign language entrance requirement, and 85 percent a foreign language graduation requirement. Includes two pages of discussion.

2248. Peach, Harry. The M.A. or M.S. at Eighteen. *Sch. & Soc.*, 73: 359–360, June 9, 1951. (*Author:* Faculty member Brooklyn College, New York.)

"The writer believes that the M.A. or M.S. degree can be achieved at age 18 with no drastic change, dislocation, or reorganization of the present educational set up. . . . By following this plan, the education acquired by these students, all before draft age, could be utilized to the best possible advantage and their scholastic careers would not be interrupted."

2249. Power, Edward J. What Is Graduate Instruction? *Cath. Educ. Review*, 50: 15–23, Jan. 1952. (*Author:* Assistant Professor of Education, University of Detroit, Michigan.)

Discusses the differences in viewpoint and method between graduate and undergraduate instruction. States and comments upon seven criticisms of graduate instruction: logical presentation, comprehensiveness, profundity, researchmindedness, criticism and analysis, delimitation, and professional goals.

2250. Praxedes, *Sister* Mary. Practices and Opinions on Masters' Nonresearch Degrees. *Sch. & Soc.*, 75: 72–74, Feb. 2, 1952. (*Author:* Faculty member, Bishop DuBourg High School Missouri.)

Based on replies to personal letters sent to deans of graduate schools in 68 representative universities. "Practical experience, field work, and laboratory work are becoming increasingly encouraged, and the nonresearch plan is generally accepted as having a definite place in the program for the master's degree."

2251. Problems and Policies of Graduate Education: A Symposium. *Jour. Higher Educ.*, 30: 119–145, March 1959.

Introductory note by R. H. Eckelberry, *editor*, followed by six articles by deans of graduate schools, as follows: "Freedom and Discipline in Graduate Programs," by Leonard B. Beach, Vanderbilt University; "The Ambiguous Position of the Graduate-School Dean," by Roy F. Nichols, University of Pennsylvania; "How Can Graduate Schools Increase the Supply of College Teachers?" by Theodore C. Blegen, University of Minnesota; "Revising the Master's Degree for the Prospective College Teacher," by J. P. Elder, Harvard University; "The Organization of the Graduate School," by Morris A. Stewart, University of California, Berkeley; and "Professionalization of the Ph. D. Degree," by Henry E. Bent, University of Missouri.

2252. Programs of Post-Baccalaureate Study for Teachers Leading to the Master's Degree. *North Cent. Assoc. Quart.*, 31: 29–35, July 1956.

A statement on policy adopted by the Association's Commission on Colleges and Universities. Covers students, financing, relation to undergraduate programs, curriculum, and staff.

2253. Quaal, Van Earl. *An Appraisal of the Doctoral-Student Instructorship Program in the College of Education at Wayne State University.* Detroit, Mich.: Wayne State University, 1959. 202 p. Abstract in *Diss. Abstracts*, 19: 3193–3194, June 1959.

Unpublished doctoral dissertation (Ed. D.). The College of Education "since 1946 has uniquely provided a program wherein, to date, 40 selected graduate students in education have been permitted to pursue their doctoral studies while concurrently employed as full-time instructors in the College. This study appraises the value of the program from the viewpoint of the faculty and the students." Considers especially six features of the plan. Investigates also conditions in 82 other institutions, half of which had similar plans.

2254. REED, GLENN A. *Criticisms of the American Graduate School, 1900–1945.* Stanford, Calif.: Stanford University, 1950. Abstract in the Stanford University, *Abstracts of Dissertations . . .* 1950–51, p. 32–35. Published in abbreviated form, *Educ. Record*, 33: 5–23, Jan. 1952.

Unpublished doctoral dissertation (Ph. D.). Major conclusions: "The graduate school has failed to change to meet the changing conditions of society. . . . The need for reconciliation between the two major functions of teaching and research becomes even more imperative."

2255. RICE, PHILIP BLAIR. What Does the College Faculty Member Expect of the Graduate School? In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1954, p. 19–31. (*Author:* Professor of Philosophy, Kenyon College. Ohio.)

Suggests three desirable changes in typical graduate schools: (1) Improvement and extension of teaching assistantships, (2) interdepartmental program aimed at fostering breadth of student interests, (3) introduction for future liberal arts teachers of courses in history, psychology, and philosophy of education. Includes 7-page discussion.

2256. SAALBACH, RAYMOND C. The Doctor of Education Degree. *Jour. Higher Educ.*, 26: 37–41, Jan. 1955. (*Author:* Field Representative, University of Pennsylvania.)

A comprehensive presentation of principal facts, problems, and changes in the Ed. D. degree in 53 institutions of higher education (32 public, 21 private) since the degree was first established at Harvard University in 1920. Data obtained from catalogs and by personal correspondence. "Approximately 5,300 graduate students were enrolled in the programs in 1950–51; 4,335 students received the Doctor of Education degree in its first three decades.

2257. SCHAEFER, ROBERT J. The Functions of Graduate Schools: Claims and Counterclaims. *Harvard Educ. Review*, 21: 107–114, Spring 1951. (*Author:* Director of Program for Master of Arts in Teaching, Harvard University.)

Reviews several recent studies and conferences and quotes from their findings. Describes newer practices in some graduate schools to improve their preparation of college teachers including seminars in higher education and apprenticeship teaching. "The trend seems to be clearly established to make such interneships available to more students."

2258. SIMKINS, STANTON WAYNE. *A Study of the Admissions Variables Used in the Selection of Candidates for the Doctoral Program of the School of Education of the University of Pittsburgh.* Pittsburgh, Pa.: University of Pittsburgh, 1956. 188 p. Abstract in *Diss. Abstracts*, 17: 551, March 1957.

Unpublished doctoral dissertation (Ed. D.). Admissions variables considered: University of Pittsburgh examination, undergraduate quality-point average, graduate quality-point average, personal references, and oral examination.

2259. SINNOTT, EDWARD WARE. Length, Breadth, and Depth: Three Dimensions in Graduate Education. *Grad. Jour.*, 2: 54–60, Spring 1959. (*Author:* Dean Emeritus, Graduate School, Yale University.)

"I should like to consider the character of graduate education as if it were a problem in geometry and to discuss the length, breadth, and depth that should distinguish a graduate program that is truly solid and satisfactory."

2260. SPIVEY, HERMAN E. The Role of the Graduate School in the Promotion of Scholarship. *Grad. Jour.*, 1: 144–154, fall 1958. (*Author:* Dean, Graduate School, University of Kentucky.)

"Only half-hearted scholarship exists on any level of the American school system. . . . The American campus resembles a country club more than a cloister—using more horsepower than brainpower. The conspicuous lack of scholarship in our schools is shameful, quite unnecessary, and, in this precarious age, positively dangerous. . . . Let me mention six of the handicaps impeding the production and promotion of scholarship in many of our graduate schools, and then let me follow that list with fifteen suggestions. Perhaps a few of our 615 graduate schools are free from all the handicaps I shall mention, but most of them are hampered by all of them in one degree or another."

2261. Stoke, Harold W. Some Observations on Graduate Study. *Jour. Higher Educ.*, 25: 287–291, 340–341, June 1954. (*Author:* Dean, Graduate School, University of Washington.)

Believes there should be less duplication of effort and more division of labor among graduate schools, so that the major schools may be national rather than regional in their services.

2262. Strothmann, Friedrich W. *The Graduate School Today and Tomorrow: Reflections for the Profession's Consideration.* New York: Fund for the Advancement of Education, 1955. 42 p. (*Author:* Professor of German, Stanford University; Chairman of the Committee.)

"In the fall of 1954, fourteen college and university teachers and administrators met at the invitation of the Fund for the Advancement of Education to discuss certain critical problems of graduate schools and to review several Fund-supported experiments. . . . The experiments on which the group was asked to comment included an interneship training program for college teachers, a new Ph. D. interdepartmental program in a group of seven Southern California colleges, a new Ph. D. program at Vanderbilt University, and the new Graduate Humanities Program at Stanford University." Gives full report of discussions of these and related problems. Written on behalf of the Committee by Jacques Barzun and others.

2263. Tate, Vernon D. Defrosting of a Frozen Asset: The Publication of Doctoral Dissertations. *Coll. & Res. Lib.* 14: 35–38, 45, Jan. 1953. (*Author:* Director of Libraries, Massachusetts Institute of Technology.)

Report of Special Committee of Association of Research Libraries. Recommends increasing publication of doctoral dissertations by microfilm, especially through *Dissertation Abstracts.*

2264. Taylor, Lily Ross. Objectives of the Graduate School. *Jour. Higher Educ.*, 23: 18–23, Jan. 1952. (*Author:* Professor of Latin, and Dean, Graduate School, Bryn Mawr College, Pennsylvania.)

Stimulating discussion of the place of the graduate school in training college teachers, and the relation between research and teaching abilities. "Research and teaching are then similar activities. The critics to the contrary, it is not unusual to find individuals who achieve success in both, and in the careers of such individuals teaching and research contribute to each other. . . . It is a good thing that the graduate faculties have been reminded of their responsibility for the training of college teachers."

2265. Topetzes, Nick John *and* Blum, Lawrence P. The Selection of Graduate Students. *Jour. Higher Educ.*, 25: 157–158, March 1954. (*Authors:* (1) Assistant Professor of Education, Marquette University, Wisconsin; (2) Staff of Milwaukee Extension Division, University of Wisconsin.)

Based on questionnaire responses from 87 deans of graduate schools in territory of North Central Association. Reports relative weights given to interviews, recommendations, and tests in selection of graduate students.

2266. Traxler, Arthur E. Tests for Graduate Students. *Jour. Higher Educ.*, 23: 473–482, 502, Dec. 1952. (*Author:* Director, Educational Records Bureau.)

Description and evaluation of Graduate Record Examination "one of the most elaborate batteries of tests ever prepared."

2267. Trinkaus, Charles, *ed.* *A Graduate Program in an Undergraduate College: The Sarah Lawrence Experience.* Middletown, Conn.: Wesleyan University Press, 1956. (Sarah Lawrence College Publications, No. 6). xx,119 p. (*Author:* Faculty member, Sarah Lawrence College, New York.)

Various members of the faculty describe methods and success of programs for the master's degree introduced at Sarah Lawrence College.

2268. Van Court, S. Woodrow. *Program Design in Research: An Exploratory Study of Cooperatively Planned Doctoral Dissertations in Educational Psychology.* New York: New York University, 1951. 365 p. Abstract in *Diss. Abstracts*, 12: 156–157, No. 2, 1952.

Unpublished doctoral dissertation (Ph. D.). Based in part on study of 1,068 doctoral candidates, chairman of their committees, and 50 scientists representative of all levels of experience in coordinated research. Includes nine comparable schools of education and six governmental defense agencies engaged in research programs. Conclusion: "The increasing complexity of human knowledges, the possibility of improving research by the unique advantages of a coordinated approach, the chance to make educational studies pay, and the opportunity to teach sound and fruitful interpersonal relationships all point in the direction of increased use of Program Design in Research." Accordingly recommends "that several doctoral candidates and professors with similar interests in a central problem be encouraged to work together in the formulation of the problem, the preparation of an outline, collection and treatment of the data, and the writing of a final, integrated report."

2269. Viens, Claude P. *and* Wadsworth, Philip. Foreign Language Entrance and Degree Requirements for the M.A., M.S., and Ph. D. Degrees. *PMLA*, vol. 72, No. 4, part 2, p. 22–32, Sept. 1957. (*Authors:* (1) Associate Professor of French; (2) Professor of French; both of University of Illinois.)

This is the first attempt on the part of the FL [Foreign Language] Program to investigate the foreign language requirements in graduate schools throughout the United States." Based on "a lengthy questionnaire to . . . (1) all graduate schools which granted any Ph. D. degrees, and (2) all schools . . . which granted 30 or more master's degrees" in 1953–54. Replies were received from 204 institutions of which 121 had a program leading to the Ph. D. These institutions accounted for at least 90 percent of the M.A., M.S., and Ph. D. degrees in the United States. Detailed requirements for each institution are tabulated. Finds that foreign languages play a decidedly minor role in obtaining master's degrees. Other advanced degrees, except the Ph. D., notable the Ed. D., usually do not involve any language requirement.

2270. Vilhauer, Marie C. *A Study of Doctoral Teacher-Education as It Relates to the School Experience of Men and Women Graduates Who Earned Doctorates in the School of Education of New York University During the Period 1935–1943.* New York: New York University, 1954. 5 vols., 1978 p. Abstract in *Diss. Abstracts*, 16: 1108–1109, June 1956.

Unpublished doctoral dissertation (Ph. D.). An analysis, by sex and type of degree, for 128 Ph. D.'s and 106 Ed. D.'s in Education in the University over a 9-year period, based on office records and questionnaire responses from the cooperating groups. Extensive tabular presentation in 269 tables. Compares purposes and results of the two degrees and makes recommendations for improvements in administration of the doctoral program.

2271. Wahlquist, John T. Calling New College Teachers. *Educ. Forum*, 20: 215–218, Jan. 1956. (*Author:* President, San Jose State College, California.)

"Undoubtedly, the faculty members of the typical public institution of higher learning must double in the next decade. . . . In spite of the disrepute in which pedagogy finds itself, the graduate school could afford to spend some time on the professional aspects of college teaching. Too many professors go on talking themselves to death when they should be emphasizing improved teaching techniques more nearly related to the preparation of students for life in a democracy."

2272. Weaver, John C. Federal Aid to Research and Graduate Education. *Jour. Higher Educ.*, 30: 146–154, March 1959. (*Author:* Dean, Graduate College, University of Nebraska.)

"I advocate substantial and continuing block grants to graduate schools, grants which they may utilize at their own discretion for increasing the staff, extending library resources and equipment, and even expanding classroom space. . . . Many respected graduate schools are in a fight as urgent as survival itself. We cannot afford to let them lose the struggle."

2273. Wentz, George. *A Study of the Requirements for the Degree of Doctor of Education in Institutions of Higher Learning in the United States.* Houston, Texas: University of Houston, 1954. 267 p. Abstract in *Diss. Abstracts*, 14: 1341, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). Analyzes conditions and requirements in 64 institutions currently conferring Ed. D. degree. Finds that five institutions have granted more than half the Ed. D. degrees conferred. Shows that standards for the degree have improved and that the demand for it and the number of institutions conferring it are increasing. "The Ed. D. programs of today are stronger, better adapted to the needs of members of the profession, and more functional."

2274. White, Lucien W. What's Wrong With the Ph. D. Language Requirement? *Jour. Higher Educ.*, 25: 150–152, 172, March 1954. (*Author:* Professor of French, Augustana College, Illinois.)

"There are several reasons why, in the majority of graduate schools, foreign languages are not related more closely to the student's course work and research." States and discusses them.

2275. Wright, Benjamin F. The Ph. D. Stretch-Out and the Scholar-

Teacher. In *Vital Issues in Education* (Report of 21st Educational Conference of the Educational Records Bureau, 1956), p. 140–151. (*Author:* President, Smith College, Massachusetts.)

Urges simplification and shortening of Ph. D. requirements to meet present needs. "We do need . . . a Ph. D. which is as definitely prior to the practice of the profession of teacher, of researcher, or of scholar-teacher, as the LL.B. is prior to the profession of the law, and the M.D. to the profession of medicine."

2276. Wright, Willis Libert. *An Analysis of Doctoral Programs in Guidance and Personnel Work in Colleges and Universities of the North Central Association.* East Lansing: Michigan State University, 1958. 163 p. Abstract in *Diss. Abstracts*, 19: 3201–3203, June 1959.

Unpublished doctoral dissertation (Ph. D.). Based on data collected from 16 institutions in 12 States and on questionnaire responses from 100 counselors who were graduates in this program.

2277. Young, Burns Byron. *The Rise and Development of Instructional Courses in Higher Education.* Stanford, Calif.: Stanford University, 1952. Abstract in Stanford University. *Abstracts of Dissertations*, 1951–52, p. 50–51.

Unpublished doctoral dissertation (Ph. D.). "This study has been undertaken to discover the number of existing teaching-research units in American universities in the new field called 'higher education' to learn the number and types of courses they offer, to plot the history of the two movements which brought them into existence, and to appraise their prospects." Finds that 31 universities offered 110 such courses in 1949–50. Reviews at length such courses at Columbia, Chicago, Ohio State, and Stanford Universities.

2278. Zetler, Robert C. *and* Crouch, W. George. The Graduate School in General Education. *Higher Educ.*, 21: 239–242, May 1950. (*Authors:* (1) Chairman, Department of English, Pennsylvania State College for Women; (2) Professor of English, University of Pittsburgh, Pennsylvania.)

Points out the inadequacy of the present Ph. D. as preparation for college teaching, especially in institutions which stress general education, and propose a new graduate school curriculum to meet the need. "Certainly our graduate schools are partly to blame for turning out young men so poorly trained for the jobs which they will frequently be asked to do. . . . Let us decide to add courses in good, proved methods of education to our proposed graduate-school curriculum. The only other reasonable thing to do is to evict all our education departments."

See also Nos. 11, 15, 26, 48, 64, 76, 90, 110, 111, 122, 185, 187, 228, 239, 260, 282, 297, 299, 316, 375, 406, 453, 651, 655, 677, 691, 823, 865, 926, 941, 961, 962, 996, 1050, 1076, 1092, 1093, 1105, 1117, 1122, 1124, 1127, 1128, 1130, 1133, 1136, 1145, 1147, 1148, 1156, 1158, 1159, 1183, 1184, 1186, 1189, 1190, 1194, 1202, 1203, 1207, 1216, 1223, 1235, 1240, 1251, 1259, 1262, 1267, 1328, 1754, 1760, 1774, 1793, 1823, 1824, 1827, 1832, 1841, 1966, 1967, 2014, 2035, 2322, 2331, 2583.

4. PROFESSIONAL SCHOOL PROGRAMS

For other references, see the journals of the various professional organizations.

2279. Blauch, Lloyd E. *and* Webster, George L. *The Pharmaceutical Curriculum: A Report Prepared for the Commission on Curriculum, American Association of Colleges of Pharmacy.* Washington: American Council on Education, 1952. xvi,257 p. (*Authors:* (1) With U.S. Office of Education; (2) Professor of Chemistry, College of Pharmacy, University of Illinois.)

"The report brings together in a single volume a large number of facts and observations about pharmaceutical education. Many of these were drawn from the studies conducted by the Pharmaceutical Survey."

2280. Bloom, Samuel W. The Role of the Sociologist in Medical Education. *Jour. Med. Educ.*, 34: 667–673, July 1959. (*Author:* Assistant Professor of Sociology, College of Medicine, Baylor University, Texas.)

"Modern medical education has developed a new awareness of the importance of the acquisition of attitudes and values."

2281. Boyle, Rena Ethel. *A Study of Programs of Professional Education* *for Teachers of Nursing in Nineteen Selected Universities.* Minneapolis: University of Minnesota, 1953. 304 p. Abstract in *Diss. Abstracts,* 13: 520–521, No. 4, 1953.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to all 19 institutions and questionnaire responses from administrators, instructors, supervisors, and student teachers.

2282. BRIDGE, EDWARD M. The Relationships Between Liberal and Professional Education. *Educ. Record,* 37: 267–276, Oct. 1956. Also in *Jour. Med. Educ.,* 32: 501–511, July 1957. (*Author:* Professor, School of Medicine, University of Buffalo, New York.)

Based on a survey of 12 professions in search of a common denominator that might relate them to each other and to the liberal arts.

2283. BUNNELL, KEVIN P. Liberal Edution and American Medicine. *Jour. Med. Educ.,* 33: 319–340, April 1958. (*Author:* Research Assistant, Institute of Higher Education, Teachers College, Columbia University.)

Historical treatment, beginning with colonial times. "The lesson of history is clear; again there is a choice to make between the immediate goals of technical skill and the deferred goals of liberal education. The pressure of present-day scientific needs is great. It will take clear vision and monumental tenacity to maintain an optimum balance between technical and liberal studies." Bibliography, 55 titles.

2284. ——— Liberal Education and American Pharmacy. *Amer. Jour. Pharm. Educ.,* 23: 35–73, Winter 1959. (*Author:* Research Associate, New England Board of Higher Education.)

Outlines history of pharmaceutical education from before 1900 to present time. Shows increasing emphasis on need for liberal education, giving numerous quotations from educators. "Pharmacy is in the enviable position of being able, within the next two or three years, to make significant adjustments in its educational program." Bibliography, 87 titles.

2285. CHUAN, RAYMOND L. Internal Organization of the Universities in Maintaining Stability of Research Programs in the Engineering College. *Jour. Eng. Educ.,* 49: 666–671, April 1959. (*Author:* Director, Engineering Center, University of Southern California.)

"I should like to restrict myself to those areas of research which have a direct bearing on and contribute significantly to the educational function of the engineering college." Conclusion: "It is now up to the engineering colleges themselves to face up to this challenge and . . . to vitalize engineering education and to help this country maintain its technological leadership in the world."

2286. DARLEY, WARD. Studies and Research in Medical Education; Their Timeliness and Importance. *Jour. Med. Educ.,* 24: 625–630, July 1959. (*Author:* Executive Director, Association of American Medical Colleges.)

Reviews various studies and recommendations already made. "The studies and research that are needed embrace two broad areas: one, activity that includes the seeking and dissemination of the information needed for the improved understanding, administration, and financing of facilities, faculties, and student bodies which our system of medical education must have; . . . and the other, research aimed at investigating behavioral measurement."

2287. DECKER, JOHN P. General Education for the Instructor in a Professional College. *Sch. & Soc.,* 72: 313–314, Nov. 11, 1950. (*Author:* Faculty member, New York State College of Forestry, Syracuse University.)

"What is the responsibility of the instructor in a professional college toward general education, and how can he meet that responsibility? . . . A few members of the instructional staff of the New York State College of Forestry held a series of informal group discussions in an attempt to collect their thoughts on the subject. . . . For the most part each member of the discussion group found that contributions by outstanding men in his own past fell into one or more of these categories:"—clear thinking, communication, philosophy, human dignity, human rights, and citizenship.

2288. DRAKE, *Mrs.* G. G. The Humanities in the Technical School. *Jour. Higher Educ.,* 21: 253–259, May 1950. (*Author:* Assistant Professor of Languages, Michigan College of Mining and Technology.)

"Technological schools which cannot afford to adopt a five- or six-year curriculum to humanize their students must find a simple and relatively inexpensive answer to the problem. . . . I propose to discuss first, the function, methods of teaching, and content of this course; and, second, the teacher himself."

2289. ECKLES, ROBERT B. Engineering Education and the Social Sciences: A Criticism. *Jour. Higher Educ.*, 22: 476–479, Dec. 1951. (*Author:* Director of Liberal Science Curriculum, Purdue University, Indiana.)

"The problem of how to provide engineers with a more liberal education is one of the most serious that confronts our colleges and universities."

2290. FISCHETTE, *Rev.* ROBERT M. *A Study of the Professional Sequence of Teacher Education Programs in Catholic Institutions of Higher Learning of New York State.* Buffalo, N.Y.: University of Buffalo, 1959. 326 p. Abstract in *Diss. Abstracts*, 19: 3230–3231, June 1959.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 52 institutions having teacher education programs.

2291. GINTZIG, LEON. *Hospital Administration in Higher Education: A Curriculum in Hospital Administration Education.* Iowa City: State University of Iowa, 1958. 85 p. Abstract in *Diss. Abstracts*, 18: 2077, June 1958.

Unpublished doctoral dissertation (Ph. D.). "The need for well-trained hospital administrators is not new. . . . Professional education for hospital administration cannot be adequate unless it includes portions of general and special education interwoven with supervised practical experience."

2292. Graduate Enrollment Data, September 1957, and Graduate Study in Member Colleges for 1958–1959. *Amer. Jour. Pharm. Educ.*, 22: 233–234, Spring 1958.

Third annual report on graduate study in 52 colleges of pharmacy, giving institutions having graduate programs for master's or doctor's degrees. Reports 375 candidates for master's degree and 291 for doctor's degree.

2293. GRINTER, LINTON E. *Report on Evaluation of Engineering Education, 1952–1955.* New York: American Society for Engineering Education, 1955. 36 p. Also in *Jour. Eng. Educ.*, 45: 40–66, Sept. 1954. (*Author:* Dean, Graduate School, University of Florida.)

Report of the Committee (46 members) on Evaluation of Engineering Education of the American Society for Engineering Education. Chiefly concerned with curricular developments and evaluation of them. Contains one section "The Selection and Development of an Engineering Faculty" (p. 6–10). Brief appendix gives history of previous evaluation studies. For comments by P. J. Hess, see *Jour. Eng. Educ.*, 45: 411–412, Jan. 1955.

2294. ——— A Survey of Current Changes That Are Modernizing Engineering Education. *Jour. Eng. Educ.*, 49: 559–572, March 1959, (*Author:* See No. 2293.)

A summary of changes which have taken place since publication of No. 2293. Based in part on analysis of 71 articles concerning the work of the Committee on Evaluation of Engineering Education since publication of its report, and on information furnished by more than half of the engineering colleges. Tabulates faculty changes, 1954 to 1958; and changes in curricula. Includes eight pages of quotations from more than 100 institutions "that briefly and succinctly clarify areas of curricular revision."

2295. HENNESSY, BERNARD. Sophocles and the Slide Rule. *Educ. Forum*, 23: 239–242, Jan. 1959. (*Author:* Assistant Professor of Political Science, University of Arizona.)

Discusses increasing emphasis on humanities and social sciences at Massachusetts Institute of Technology, California Institute of Technology, and other engineering schools.

2296. HERNDON, BOOTON. What Future Executives Must Know. *Nation's Bus.*, 44: 34–35, 74–75, Aug. 1956.

Describes one year of work, preliminary to setting up a graduate school of business at University of Virginia, and makes observations based on the first year of the school's operation.

2297. LEVY, CHARLES S. *From Education to Practice in Social Group Work: The Relevance of Social Work Education to Agency Responsibilities Assumed by Trained Social Group Workers Upon Receipt of the Master's Degree From Accredited Schools of Social Work in the United States in 1955.* New York: Columbia University, 1958. 430 p. Abstract in *Diss. Abstracts*, 19: 280, Aug. 1958.

Unpublished doctoral dissertation (D.S.W.). Based on questionnaire responses from 95 graduates of 20 of the 21 accredited schools of social work which offer a concentration in social group work.

2298. Lewis, Justin C. *and* Armsby, Henry H. *Engineering Enrollments and Degrees 1958.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 555). vii,50 p. (*Authors:* With U.S. Office of Education.)

Gives detailed data on enrollments and graduates for each institution in 20 specific curriculums or fields of engineering study. "For the first time in 7 years, total engineering enrollment . . . declined from the previous year. The total reported in the fall of 1958 was 289,680; this was 2.5 percent below that reported in the fall of 1957. . . . The number of students enrolled for advanced engineering degrees continued to rise to new peaks at all levels. . . . The number of engineering degrees awarded in 1957–58 exceeded the number awarded in 1956–57 at all levels. . . . bachelor's or first engineering degrees, 35,332; master's degrees, 5,669; . . . doctor's degrees, 647. At each level in 1957–58 more degrees were awarded in the field of electrical engineering than in any other engineering field."

2299. Miller, George E. *and* Rosinski, Edwin F. A Summer Institute on Medical Teaching. *Jour. Med. Educ.*, 34: 449–495, May 1959. (*Authors:* (1) Coordinator; (2) Director of Research; both of Project in Medical Education, University of Buffalo, New York.)

Report of Conference at University of Buffalo sponsored by the University and by the Association of American Medical Colleges, June 16–28, 1958, with 25 participants. Includes special reports on The Medical School in Perspective, Problems in Learning, Student and Teacher, The Tools of Instruction, and Evaluation of Students and Programs.

2300. A Preview of the Next Decade in Dentistry. *Jour. Dental Educ.*, 21: 183–208, May 1957.

Symposium at American Dental Trade Association, Chicago, Nov. 1, 1956. Consists of 4 papers: (1) "Graduate and Postgraduate Dentistry," by Paul H. Jessrich, Dean, School of Dentistry, University of Michigan; (2) "Research in Dental Schools," by Maynard K. Hine. Dean, School of Dentistry, Indiana University; (3) "Problems Involved in Increasing Facilities in Dental Education," by Raymond J. Nagle, Dean, College of Dentistry, New York University; (4) "Trends in the Dental Curriculum in the Next Decade," by Harold J. Noyes, Dean, Dental School, University of Oregon.

2301. Ross, Margery Roberta. *Influences Affecting the Development of Undergraduate Social Work Education in Seven Michigan Colleges from 1920 to 1955.* Ann Arbor: University of Michigan, 1957. 300 p. Abstract in *Diss. Abstracts*, 19: 82–83, July 1958.

Unpublished doctoral dissertation (Ph. D.). Based on personal visits to the seven colleges considered.

2302. Sand, Ole. *Curriculum Study in Basic Nursing Education.* New York: G. P. Putnam's Sons, 1955. xxviii,225 p.

A report of the curriculum study at the University of Washington with cooperation of faculty members of the University and of the School of Nursing. Primary objective: To determine the most effective program of basic nursing education. Bibliography. 48 titles. Reviews by R. P. Kuehn, *Jour. Higher Educ.*, 27: 348–349, June 1956; and by S. M. Corey, *Teach. Coll. Record*, 57: 56–57, Oct. 1955.

2303. Sawyer, Herbert A. Humanities for Engineering Students. *Jour. Higher Educ.*, 22: 470–475, Dec. 1951. (*Author:* Associate Professor of Civil Engineering, University of Connecticut.)

Describes how University of Alabama attempted to meet the problem of providing education in the humanities to engineering students and discusses some of the lessons learned in a 2-year experience.

2304. Stewart, Ward. Executive Development Programs in Collegiate Schools of Business. *Higher Educ.*, 14: 137–142, May 1958; 15: 7–12, Sept. 1958; 15: 142–147, April 1959. (*Author:* With U.S. Office of Education.)

Executive development programs are defined as efforts to provide a significant learning experience and a broadened managerial perspective to executives in midcareer. These three articles describe such programs carried on in each of 37 collegiate schools of business in the United States. Descriptions of other related programs in the United States and in foreign countries are promised for a later article.

2305. Strunk, Orlo, Jr. Clinical Pastoral Training: Experiment in Theological Training. *Sch. & Soc.*, 83: 183–186, May 26, 1956. (*Author:* Staff of Institute of Pastoral Care, Inc., Massachusetts General Hospital.)

"To date, very little reputable research has been done in clinical pastoral training. Higher education researches may find in the clinical pastoral training of American ministers data which they will consider well worth investigating."

2306. Treasure, Edna H. *Implementation of the Nursing Curriculum in the Clinical Fields.* Washington: Catholic University of America Press, 1957. viii,309 p.

Proceedings of the Workshop at Catholic University of America, June 15–26, 1956. Attendance limited to 200 participants from 31 States and a few foreign countries. Contains papers on 12 main topics by different speakers and summaries of 11 seminars devoted to discussion of problems presented. Appendix contains "Criteria for Evaluating the Curriculum," by Ole Sand, Wayne University, Michigan.

2307. Trump, Ross M.; Jacoby, Neil H.; Saxe, Emanuel; Wallis, W. Allen; Manners, George E.; and Winn, Willis J. Seasoning B-Schools With a Dash of Liberal Arts: What Six Deans Think the Business School Should Be. *Bus. Week*, No. 1559, p. 112–120, July 18, 1959. (*Authors:* Deans of Collegiate Schools of Business: (1) Washington University, Missouri; (2) University of California, Los Angeles; (3) City College, New York; (4) University of Chicago; (5) Georgia State College; (6) Wharton School of Finance and Commerce, University of Pensylvania.

"There are about 100 full-fledged schools of business in United States universities. . . . Nearly all these schools are in the grip of changing times. . . . Everywhere the emphasis is switching from concentration on subjects pertaining strictly to business to studies of a definite broader interest." Portraits of the six authors and comments by them.

2308. Van Buskirk, Charles, *and* Smith, Dietrich C. Relating Man to His Environment for the Freshman Medical Student. *Jour. Med. Educ.*, 34: 509–511, May 1959. (*Authors:* Faculty members, School of Medicine, University of Maryland.)

"Recently there has been an increasing recognition of the fact that the physician should be a broadly educated individual; not only well grounded in the techniques and skills of his profession but in the humanities."

2309. Westberg, Granger. Religious Aspects of Medical Teaching. *Jour. Med. Educ.*, 32: 204–209, March 1957. (*Author:* Faculty member, University of Chicago.)

Advocates placing a clergyman, perhaps first a clinically trained chaplain, on faculty of a medical school. States 12 subjects of joint interest to religion and medicine.

2310. Wolf, George A., Jr. Integration of the Last Year of College and the First Year of Medical School. *Jour. Med. Educ.*, 32: 573–579, Aug. 1957. (*Author:* Dean, College of Medicine, University of Vermont.)

Describes the plan followed at the University of Vermont. States three advantages of it.

See also Nos. 26, 76, 110, 111, 118, 134, 143, 185, 198, 301, 375, 475, 512, 517, 519, 522, 527, 528, 530, 534, 540, 541, 542, 544, 695, 1097, 1141, 1536, 1613, 2085, 2108, 2115, 2118, 2136, 2137, 2151, 2211, 2215, 2235, 2378, 2526, 2568, 2611, 2659.

6. INSTRUCTIONAL METHODS

No effort has been made to make this section comparable in any sense with other sections of the bibliography. The literature in this field is very extensive. It has been made the subject of a special bibliography compiled by the writer, *College Teachers and College Teaching* (See No. 10) published by the Southern Regional Education Board in 1957, and of a *Supplement* to that volume published in 1959.

The main volume (p. 169–262) contains 973 annotated references, similar to those of the present volume, to publications concerned with the methodology of college teaching, most of them published from 1945 to 1956. The *Supplement* (p. 64–121) contains 542 similar references, most of them published in 1957 and 1958. In addition to these 1,515 direct references, the two volumes contain more than 1,700 cross references to publications on college teaching.

The fact that the number of significant references for the 2-year period, 1957 and 1958, was more than half as great as the number for the previous 11-year period (using the same methods of compilation and criteria for selection) is indicative of the increasing attention this phase of college and university administration is receiving at the hands of administrators, deans, and other students of higher education. Greater emphasis is being placed on the *how* of college teaching, as well as on the *why* and *what*.

The 1,515 annotated references in *College Teachers and College Teaching* are divided into two major groups: General Teaching Methods (782 references), and Teaching Methods in Special Fields (733 references).

The group concerned with General Teaching Methods is subdivided into groups devoted to audio-visual, case, cooperative, demonstration, discussion, individual, laboratory, lecture, library, recitation, and seminar methods. The section on audio-visual methods includes approximately 200 references on college teaching by television, more than half of them published in 1957 and 1958.

The group concerned with Teaching Methods in Special Fields is subdivided into 30 specific subject-matter fields, classified under four headings: Humanities (348 references), Social Sciences (94), Natural Sciences (223), and Professional Fields (68).

In the present bibliography, only a very few references of unusual importance are given for the period covered by *College Teachers and College Teaching*. Other references are to publications not available when that volume or its *Supplement* were compiled.

2311. ADAMS, JAMES F.; SIEGEL, LAURENCE; *and* MACOMBER, F. G. Recorded Student Interviews in Improving Instruction. *Imp. Coll. & Univ. Teach.*, 7: 75–78, Summer 1959. (*Authors:* Faculty members, Miami University, Ohio.)

Reports experience, as part of an experimental study of instructional procedures at Miami University, with recording student interviews. Gives several quotations from them. Conclusion: "After recording student interviews for several semesters and observing changes in the classroom, the writers are convinced that the technique has considerable merit for the improvement of instruction, for ongoing evaluation of course objectives, and for the training of college instructors."

2312. ADAMS, JOHN C.; CARPENTER, C. RAY; *and* SMITH, DOROTHY R. *College Teaching by Television.* Washington: American Council on Education, 1958. xii,234 p. (*Authors:* (1) President, Hofstra College, New York; (2) Director, Division of Research and Service, Pennsylvania State University; (3) Secretary, Committee on Television, American Council on Education.)

Report of important conference on use of television in higher education held at Pennsylvania State University, Oct. 20–23, 1957. Contains many papers and reports of panel discussions. For titles of papers and their authors see College Teachers and College Teaching: Supplement (No. 10) p. 73. Bibliography, 31 titles "primarily recent reports from colleges and universities and references judged useful for TV teachers." Reviews by R. A. Vitulli, *Coll. & Univ.*, 34: 340–342, spring 1959; by W. G. Butt, *Mich. Educ. Jour.*, 36: 348, March 1959; and by S. L. Becker, *Quart. Jour. Speech*, 45: 220–221, April 1959.

2313. ARMSBY, HENRY H. *Cooperative Education in the United States.* Washington: Government Printing Office, 1954. (U.S. Office of Education Bulletin, 1954, No. 11.) vii,58 p. (*Author:* With U.S. Office of Education.)

Covers all cooperative programs at college and technical institute levels. Tabulates data on 16 engineering curricula enrolling 13,161 students and 17 non-engineering programs enrolling 5,945 students, leading to degrees in 35 institutions. Bibliography, 33 titles.

2314. **Codd, William Joseph.** *A Survey of the Status of Honors Programs in American Colleges and Universities for 1954.* Seattle: University of Washington, 1958. 379 p. Abstract in *Diss. Abstracts,* 19: 1611–1612, Jan. 1959.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 707 institutions granting the baccalaureate degree, of which 195 reported some form of honors work. Average enrollment for honors work was 3 or 4 percent of total enrollment. Many aspects of honors work considered.

2315. **Cooper, Russell M.,** *ed. The Two Ends of the Log: Learning and Teaching in Today's College.* Minneapolis: University of Minnesota Press, 1958. xviii,317 p. (*Author:* Dean, General College, University of Minnesota.)

Report of Centennial Conference on College Teaching at University of Minnesota under sponsorship of association of Minnesota Colleges. "Deals with one of the most urgent and challenging problems of higher education: how to improve academic standards in the face of ever-increasing enrollments." Consists of 27 chapters of varied authorship. For titles and authors see *College Teachers and College Teaching: Supplement* (No. 10) p. 1–2. General bibliography, 73 titles. About half of the chapters also contain bibliographies varying from 2 to 48 titles each. Reviews by T. A. Ringness, *Phi Delta Kappan,* 40: 222–223, Feb. 1959; and by Editor, *Improv. Coll. & Univ. Teach.,* 7: 62–63, Spring 1959. For report on the Conference by H. T. Morse, see No. 2323.

2316. **Douglass, Paul Franklin.** Conant's Administrative Discovery of Teaching. *Improv. Coll. & Univ. Teach.,* 6: 42–48, Spring 1958. (*Author:* Director, Center for Practical Politics, Rollins College, Florida.)

"As he became familiar with Harvard's past, he [President Conant] saw as his major problem the identical issue which had challenged Lowell and Eliot before him: the improvement of teaching." Outlines various aspects of President Conant's work in this field over a period of 20 years.

2317. Emphasis on Excellence. *Carnegie Corp. Quart.,* 7: 1–7, July 1959.

Summarizes programs of various types for education of superior students at University of Kansas, Boston College, University of Michigan, University of Arkansas, and University of North Carolina—supported in part by grants from the Carnegie Corporation of New York.

2318. **Eurich, Alvin C.** A Foundation Looks at College Teaching by Television. *Jour. Educ. Sociol.* 31: 329–336, May 1958. (*Author:* Director and Vice President, Fund for the Advancement of Education.)

Recommends use of television as one means of meeting the growing shortage of college teachers. "There is no new educational resource which has ever been so widely adopted in so short a time at all levels of our educational system. The Fund for the Advancement of Education has financed many ways to utilize television in teaching." Lists three types of projects it has aided. States 11 "questions which remain unanswered" concerning use of television in education.

2319. **Fund for the Advancement of Education.** *Better Utilization of College Teaching Resources: A Summary Report.* New York: The Fund, May 1959. 63 p.

A report by the Committee on Utilization of College Teaching Resources, appointed by Fund for the Advancement of Education. Gives a brief history of the program of grants and discusses experiments for better use of resources as carried on in 49 colleges to which grants were made and whose names are given. Principal headings: Independent Study, Teaching Machines, Television and Films, Class Size, Miscellaneous Studies, Use of Faculty Assistants, Part-Time Faculty Members. Reproduces table of extent of use of 21 faculty and instructional practices as reported by 1,459 institutions of higher education by C. B. Lindquist, in *Higher Educ.,* 15: 41–47, Nov. 1958. For this report, see *College Teachers and College Teaching: Supplement* (No. 10), p. 3.

2320. **Hamlin, Wilfrid G.** A College Faculty Looks at Itself: The Report of a Study of Teaching. *Jour. Higher Educ.,* 28: 202–206, 236, April 1957. (*Author:* Professor of Literature and Communications, Goddard College, Vermont.)

Reports methods and results of a self-study and evaluation by faculty of Goddard College under grant from Eliot Pratt Foundation.

Describes 6 kinds of tools used in the evaluation, including tape-recording of 40 class sessions, and judgments of students. States three major results of the study.

2321. Highet, Gilbert Arthur. *The Art of Teaching.* New York: Alfred A. Knopf, 1950. xviii,291 p. (*Author:* Professor of Latin Language and Literature, Columbia University.)

"This is a book on the methods of teaching. It does not discuss the subjects which are taught (or should be taught) in schools, colleges, and elsewhere. There are thousands of books on the subjects, but not nearly so many on the general principles of teaching. . . . The book begins by considering the character and abilities which make a good professional teacher, and then goes on to examine his methods. After that, it branches out further. One of the forces which have helped to make our civilization is certainly the influence of famous teachers: therefore the most powerful teachers of the past are examined." For usefulness of the volume as background for college fund-raising, see statement by Paul H. Davis, No. 2686. Reviews by W. P. Sears, *Educ.,* 71: 200, Nov. 1950; by H. I. Christ, *High Points,* 32: 69–70, Dec. 1950; by O. Tead, *Jour. Higher Educ.,* 22: 165–166, March 1951; by M. G. Hunt, *Mich. Educ. Jour.,* 28: 373, Feb. 1951; by G. Genzmer, *Nation,* 161: 291, Sept. 30, 1950; by D. C. Bryant, *Quart. Jour. Speech.,* 37: 86–88, Feb. 1951; by H. M. Jones, *Sat. Rev. Lit.,* 34: 17, June 30, 1951; and by W. D. Boutwell, *Scholastic,* 57: 10T, Nov. 1, 1950.

2322. Kelly, Fred J. *Toward Better College Teaching.* Washington: Government Printing Office, 1950. (U.S. Office of Education Bulletin, 1950, No. 13). (*Author:* With U.S. Office of Education.)

"Based primarily upon returns from checklists dealing with certain devices which have as their purpose the improvement of college teaching. One checklist concerns practices in the graduate schools which prepare college teachers; the other, practices in the undergraduate colleges to strengthen the work of already employed teachers." Graduate checklist was checked by 97 graduate schools; the undergraduate checklist by 727 institutions.

2323. Morse, H. Taylor. Conference on College Teaching: The Minnesota Centennial Conference on College Teaching. *Jour. Higher Educ.,* 29: 293–300, June 1958. (*Author:* Dean, General College, University of Minnesota.)

Report of Conference at University of Minnesota, April 17–19, 1958, with attendance of 260 faculty members. "This conference appears to be extremely significant in setting a pattern which might well have implications for conferences in other States. . . . The conference was excellently planned and expertly run. . . . The planning committee sent to each delegate a 6–page prospectus about three weeks before the opening of the conference. . . . Many delegates found special value in a 5-page bibliography distributed to all who attended." For fuller report, see No. 2315.

2324. Porter, Douglas. A Critical Review of a Portion of the Literature on Teaching Devices. *Harvard Educ. Review,* 27: 126-147, Spring 1957.

Tabulates 39 aids and devices and critically reviews the literature concerning six of them. Bibliography, 124 titles.

2325. Rasey, Marie I. *This Is Teaching.* New York: Harper & Bros., 1950. xii,217 p. (*Author:* Professor of Educational Psychology, Wayne University, Michigan.)

"It has been my purpose in this book to compass three things: (1) To make concrete the obstructions of the holistic approach to personality growth, which I conceive to be the first business of a teacher; (2) to present these concretions within the framework of university teaching; . . . (3) to present a few substitutes for the old devices of lecture, required readings, and required papers." Entire volume is presented in conversational form, reporting 15 meetings of a college seminar with 18 members. Author says: "Let me hasten to say that I have never been as able to do as good work in any single clock hour as here reported, yet there is no item in any of these presentations which has not occurred in my classes." Reviews by E. Rushmore, *America,* 84: 501, Jan. 27, 1951; by W. B. Alexander, *Coll. & Univ.,* 27:440–441, April 1952; by A. D. Henderson, *Coll. English,* 12: 355, March 1952; by H. N. Rivlin, *Educ. Forum,* 15: 374–375, March 1951; by H. Schueler, *Jour. Higher Educ.,* 22: 277–278, May 1951; by F. G. Walcott, *Mich. Educ. Jour.,* 28: 517–519, May 1951; and by E. Hunt, *Quart. Jour. Speech,* 37: 245–246, April 1951.

2326. Sutton, Richard M. Reflections on Teaching I Have Seen. *Jour. Eng. Educ.,* 49: 957–960, June 1959. (*Author:* Professor of Physics, California Institute of Technology.)

"After more than 35 years of conducting classes I was asked . . . to turn my attention to ways of improving the classroom instruction of engineering students. . . . I attended nearly a dozen classes taught by as many instructors, mostly younger men" at Case Institute of Technology. Discusses some things to cultivate and some things to avoid. Gives 10 "Advices."

2327. Taylor, Harold, *ed.* *Essays in Teaching.* New York: Harper & Bros., 1950. ix,239 p. (*Author:* President, Sarah Lawrence College, New York.)

Consists of 13 chapters of varied authorship covering principal fields of the curriculum. "We wrote the essays in this book to set down some of the things which we believe it is important to teach to young people and to show how we go about teaching them. What brings us together in one book is the fact that we have all been working in the same college, we have developed a set of ideas about how we think teaching should be carried on, and we have put them into practice. . . . When we first decided to do this book, we began by writing what each of us thought about the things we are teaching. Each essay was then read by all the other authors and discussed at meetings devoted to the separate chapters. As a result of the meetings, a great deal was rewritten." Reviews by J. D. Bennett, *Coll. & Univ.,* 26: 433–435, April 1951; by R. L. Loughlin, *High Points,* 33: 74–75, Nov. 1951; by J. W. Hudson, *Philo. Review,* 60: 598–599, Oct. 1951; by E. Hunt, *Quart. Jour. Speech.,* 37: 245–246, April 1951; and by L. Wilson, *Sat. Review Lit.,* 34: 18, June 30, 1951.

2328. Wicke, Myron F. *On Teaching in a Christian College.* Nashville, Tenn.: Methodist Board of Education, 1958. 63 p. (Studies in Christian Education, No. 6.)

Contains six chapters. I. The Profession. II. The Teacher Himself. III. Discipline and Method. IV. The Teacher and Student. V. The College a Community. VI. The Teacher and Religious Faith. Bibliography, 18 titles, annotated.

See also Nos. 10, 44, 47, 58, 108, 224, 228, 250, 263, 268, 269, 270, 271, 272, 289, 297, 370, 483, 515, 653, 677, 680, 859, 967, 972, 979, 999, 1131, 1134, 1147, 1169, 1174, 1176, 1199, 1200, 1203, 1204, 1224, 1232, 1329, 1399, 1425, 1439, 1449, 1457, 1465, 1504, 1524, 1536, 1547, 1563, 1565, 1586, 1776, 2009, 2010, 2011, 2018, 2025, 2026, 2028, 2031, 2034, 2089, 2101, 2112, 2121, 2277, 2330, 2333, 2348, 2363, 2364, 2365, 2370, 2371, 2372, 2377, 2381, 2384, 2387, 2391, 2392, 2393, 2442, 2535, 2545, 2628.

7. EVALUATION

2329. Anderson, Paul R. *College Testing: A Guide to Practices and Programs.* Washington: American Council on Education, 1959. x,189 p. (*Author:* President, Chatham College, Pennsylvania; Chairman, Committee on Measurement and Evaluation, American Council on Education.)

Organized in two parts. Part I presents seven aspects of the role of measurement in relation to educational problems of the college. Part II gives descriptions of representative programs in action at Chatham College, University of Chicago, Dartmouth College, University of Louisville, University of Minnesota, Pasadena City College, and San Francisco State College.

2330. Baker, Janet Bassett. Using Examinations to Promote Learning. *Improv. Coll. & Univ. Teach.,* 6: 122–125, Autumn 1958. (*Author:* Faculty member, Marywood College, Pennsylvania.)

"Consideration in this article is given to (1) preparation of questions, (2) marking and using examinations, (3) comments written on tests, and (4) additional suggestions for increasing the usefulness of examinations."

2331. Beardsley, Seymour Willis. *Specialized Achievement in Higher Education (Relation Between Advanced and Profile Tests of the Graduate Record Examination).* New York: Columbia University, 1950. 52 p. Abstract in *Micro. Abstracts,* vol. 10, No. 3, p. 44–46, 1950.

Unpublished doctoral dissertation (Ph. D.). Based on analysis of tests taken by 1,828 seniors in Eastern liberal arts colleges.

2332. Cole, Luella (Mrs. R. H. Lowie). Four Suggestions About Examinations. *Improv. Coll. & Univ. Teach.,* 4: 3–4, Winter 1956. (*Author:* Former Professor of Psychology, Ohio State University.)

"I am setting down some ideas developed many years ago but perhaps just as useful today as then. The first suggestion deals with the ever-bothersome problem of the make-up examination and outlines a procedure for avoiding this nuisance altogether. The second describes a type of examination that is half way between an objective and a written test and retains some of the values of each. The third explains a simple procedure that greatly improves the coherency of essay examinations, while the fourth presents a method of testing for use in small advanced classes."

2333. DRESSEL, PAUL L., *ed. Evaluation in General Education.* Dubuque, Iowa: Wm. C. Brown Co., 1954. viii, 333 p. (*Author:* Faculty member, Michigan State College.)

Gives a series of reports by different authors on practices in evaluating programs of general education in 13 colleges and universities. Concluding chapter points out administrative patterns of evaluation agencies, variations in emphasis on evaluation, and relation of evaluation to instruction.

2334. ——— *Evaluation in the Basic College at Michigan State University.* New York: Harper & Bros., 1958. viii, 248 p. (*Author:* Director of Evaluation Services, Michigan State University.)

Describes various aspects of the work of the Office of Evaluation Services. Principally concerned with examinations and grades. Includes evaluation of courses and teaching methods by about half of 5,000 graduates of classes of 1954, 1955, and 1956. Reviews by H. T. Morse, *Jour. Higher Educ.*, 29: 407–408, Oct. 1958; by L. E. McCann, *Educ. Forum,* 23: 112–113, Nov. 1958; and by F. H. Knower, *Quart. Jour. Speech.*, 45: 87, Feb. 1959.

2335. ——— *and* MAYHEW, LEWIS B. *General Education: Explorations in Evaluation. The Final Report of the Cooperative Study of Evaluation in General Education of the American Council on Education.* Washington: American Council on Education, 1954. xxiii,302 p.

"This volume . . . is a composite product undertaking several different tasks. It presents a brief description of the way the Study has operated. It reports on some of the research conducted by the several committees of the Study. It deals with some of the technical problems of educational testing and indicates some of the contributions which the project may have made toward their solution. Being a report written entirely by the Director and Assistant Director of the Study, it also involves a distinguishable, although not necessarily distinctive, point of view regarding general education and the role of evaluation in education." Appendixes list available materials developed by the Study and information on objective tests in the area of communications. Review by H. T. Morse and N. W. Moen, *Jour. Higher Educ.*, 26: 277–280, May 1955.

2336. EGNER, ROBERT E. Evaluation in General Education. *Jun. Coll. Jour.*, 28: 455–458, April 1958. (*Author:* Professor of Philosophy, Northland College, Wisconsin.)

Describes some of the plans of evaluation developed at workshops at University of Chicago, University of Minnesota, and Michigan State University, and efforts made to apply them at Northland College.

2337. HARVEY, PHILIP RICHARD. *An Analysis of Various Factors Related to Marking Practices in Undergraduate Courses.* Storrs: University of Connecticut, 1958. 234 p. Abstract in *Diss. Abstracts*, 19: 1028–1029, Nov. 1958.

Unpublished doctoral dissertation (Ph. D.). Based on study of all undergraduate marks at two course levels on Storrs Campus of the University, 1953–54.

2338. JACOB, PHILIP E. *Changing Values in College: An Exploratory Study of the Impact of College Teaching.* New York: Harper & Bros., 1957. xvi,174 p. (*Author:* Professor of Political Science, University of Pennsylvania.)

Summarizes results of an extensive survey, conducted under auspices of Hazen Foundation, which sought to discover whether college courses in social sciences had caused significant changes in the beliefs and values of students. Based chiefly on analysis of large number of published and unpublished studies, supplemented by personal visits to 30 institutions. The report, in preliminary form, was sent to several hundred educators and brought forth 150 "thoughtful letters of comment." For discussion by I. Abrams, see *Phi Delta Kappa,* 39: 310–313, April 1958. See also No. 1709. Reviews by D. T. Ordeman, *Coll. & Univ.*, 33: 361–363, Spring 1958; by Editor, *Improv. Coll. & Univ. Teach.,* 6: 30–31, Winter 1958; by R. L. Hunt, *Inter. Jour. Rel. Educ.,* 34: 40, Feb. 1958; by W. G. Rice, *Jour. Higher Educ.,* 29: 345–347, Sept. 1958; by A. O. Pfnister, *Sch. Review,* 66: 238–244, June 1958; and by P. H. Phenix, *Teach. Coll. Record,* 59: 429–430, April 1958.

2339. JAMRICH, JOHN. Evaluation in College Teaching and Administration. *North Cent. Assoc. Quart.*, 33: 288–293, April 1959. (*Author:* Faculty member, Michigan State University.)

States four general purposes of evaluation and discusses several "persistent problems and rather evident prospects for the near future."

2340. McIntyre, Paul H. *The Construction and Evaluation of a Work Sample Test for College Freshmen.* Boston: Boston University, 1957. 144 p. Abstract in *Diss. Abstracts*, 17: 2921, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Describes construction of the test and its validation by administration to 685 freshmen at University of New Hampshire. "This study has demonstrated that . . . it is possible to construct a work sample test that has both immediate and long range validity for the prediction of academic success at the collegiate level."

2341. Marshall, Max S. Who Cheats? *Educ. Forum.*, 17: 77–84, Nov. 1952. (*Author:* Professor of Microbiology, University of California.)

"Ultimately all 'systems' for control of cheating can be reduced to the honor system because the whole matter is one of honor... In a group in which 95 percent or more are honest it is common sense and common decency to assume that a person is honest."

2342. Miller, Robert D., *ed. Evaluation in Higher Education.* Tallahassee: Florida State University, 1954. 88 p. (*Author:* Professor of Philosophy, Florida State University.)

Report of a Conference on Evaluation in Higher Education at Florida State University, Feb. 12–13, 1954. Includes 13 papers by various authors on different aspects of evaluation in general, and in particular of evaluation in humanities, social sciences, natural sciences, and communications.

2343. Morrissett, Irving. An Experiment with Oral Examinations. *Jour. Higher Educ.*, 29: 185–190, April 1958. (*Author:* Assistant Professor of Economics, Purdue University, Indiana.)

Proposes a third type of examination to compete at the undergraduate level with essay examinations and objective tests. Gives summaries and quotations from evaluations of the plan by 93 students.

2344. Simpson, Ray H. *and* Brown, E. S. *College Learning and Teaching.* Urbana: June 1952 (University of Illinois Bulletin, Vol. 49, No. 75). 80 p. (*Authors:* (1) Professor of Education; (2) Formerly Assistant; both of College of Education, University of Illinois.)

"This monograph reports the results of an attempt to measure some of the learnings being practiced in eight institutions of higher education . . . by enlisting the help of eight instructors and 570 college students each of whom has had some training in psychology. Each of the students used a comprehensive and detailed rating scale to evaluate two of his classes."

2345. Tomlinson, Laurence Elliott. Improving Testing and Marking Practices. *Improv. Coll. & Univ. Teach.*, 6: 115–121, Autumn 1958. (*Author:* Librarian and Professor of Education, Lewis and Clark College, Oregon.)

Discusses variations in marking, improvement of marking, accumulation of points, types and frequency of tests, changing numerical scores into letter grades, and determination of semester letter grades. Lists five recent books on tests and measurements.

2346. Trippet, Byron K. Teaching: A Teacher's Appraisal. *Assoc. Amer. Coll. Bull.*, 42: 86–90, March 1956. (*Author:* President, Wabash College, Indiana.)

"How can a college dean or a college president as he broods about the problems of his faculty and his students be confident in his appraisal of effective teaching?" Discusses various methods, their advantages and their limitations.

2347. Wrightstone, Jacob Wayne; Justman, Joseph; *and* Robbins, Irving. *Evaluation in Modern Education.* New York: American Book Co., 1956. xi,481 p. (*Authors:* (1) (2) Director, and Member, Bureau of Educational Research, Board of Education, New York City; (3) Member, Department of Education, Queens College, New York.)

"This book has been designed and written to acquaint the reader with (a) the modern concepts of evaluation and their historical development; (b) the major methods and techniques of evaluation; . . . (c) the specific tests and measures that may be used. . . . This textbook is designed for use by educational personnel in college and school situations." Contains 23 chapters, each with bibliography. Reviews by G. F. VanderBeke, *Cath. Sch. Jour.*, 56; 6A, March 1956; and by R. M. Keefe, *Coll. & Univ.*, 31: 233–234, No. 2, 1956.

See also Nos. 58, 142, 261, 280, 281, 282, 296, 379, 824, 1253, 1255, 1265, 1329, 1346, 1586, 1600, 1748, 1757, 2014, 2031, 2032, 2048, 2051, 2112, 2127, 2133, 2171, 2184, 2225, 2240, 2315, 2320.

XI. *Administration of Library*

Chiefly devoted to relations of the librarian to president and faculty and to instructional aspects of the library. For other references on general library administration, see the various library journals, especially *College and Research Libraries* and the *Library Quarterly*, and the references in *Library Literature.*

2348. Asheim, Lester *and others. The Humanities and the Library: Problems in the Interpretation, Evaluation, and Use of Library Materials.* Chicago: American Library Association, 1957. xix,352 p.

Discusses basic literature of the humanities, new developments in library education, and effect of subject matter in each area on library practices, with separate chapters on religion, philosophy, art, music, and literature.

2349. Barnes, E. B. The University Library—Services or Resources? *Lib. Quart.*, 22: 177–179, July 1952. (*Author:* Head Acquisitions Librarian, University of Oregon.)

"Most of our universities (and their libraries) must recognize three distinct groups and on three distinct levels of importance: the instruction of students, so that they may become intelligent and useful citizens; the preparation of future scholars; and definite contributions to knowledge by students and members of the faculty. These groups are by no means disparate; each is closely related to the others, and each presents its own problems."

2350. Barnett, Abraham N. The Professor and the Librarian: The View From the Reference Desk. *Lib. Educ.*, 45: 242–248, May 1959. (*Author:* Librarian, Social Science Reference Service, Purdue University, Indiana.)

Urges that professors treat the reference librarian as a colleague instead of a mere housekeeper.

2351. Benjamin, Philip M. The Relation Between the Librarian and the College Administrator. *Coll. & Res. Lib.*, 16: 350–352, 359, Oct. 1955. (*Author:* Librarian, Allegheny College, Pennsylvania.)

"The president of a college may well be judged by the librarian he appoints, for the selection may reveal a basic educational policy of his administration." Discusses three phases of relation of the librarian to the president.

2352. Berninghausen, David K., *ed. Undergraduate Library Education: Standards, Accreditation, Articulation.* Minneapolis: University of Minnesota Press, 1959. 136 p.

Proceedings of the Institute on Undergraduate Library Education, Minneapolis, Oct. 31–Nov. 1, 1958.

2353. Blackwell, Thomas E. Colleges and the Law of Copyright. *Coll. & Univ. Bus.*, 8: 31–32, Feb. 1950. (*Author:* Treasurer, Washington University, Missouri.)

"A survey of current procedures on the typical college campus probably would reveal many violations of the copyright statutes and of the common law right of an author in his unpublished works." Gives and discusses various examples, especially those resulting from modern methods of photographic reproduction.

2354. Blegen, Theodore C. The Scholar Looks at Inter-Library Co-Operation. *Lib. Quart.*, 22: 13–17, Jan. 1952. (*Author:* Dean, Graduate School, University of Minnesota.)

Address at dedication of Midwest Inter-Library Center, Oct. 5, 1951. "The scholar, looking at inter-library co-operation, will, I believe, hail this center as a desirable pool of research materials for the entire midwestern region."

2355. Boyd, Julian P. The Librarian Reports to the President. In Southern University Conference, *Proceedings*, 1950, p. 101–113. (*Author:* Librarian, Princeton University.)

Discusses the usefulness of the library report, if properly written, in securing better appreciation of the place of the library in higher education.

2356. Broadus, Robert N. Where, in the Academic Economy, Do We Place the College Library? *Coll. & Univ. Bus.*, 9: 42–43, Nov. 1950. (*Author:* Librarian, George Pepperdine College, California.)

"Money devoted to the library generally brings richer returns than money spent elsewhere on the campus."

2357. Brough, Kenneth J. *Scholar's Workshop: Evolving Conceptions of Library Service.* Urbana: University of Illinois Press, 1953. xv,197 p. Foreword by Robert B. Downs, Librarian, University of Illinois.

Based primarily upon a study of the libraries of Chicago, Columbia, Harvard, and Yale Universities. Traces development of the concepts of library use and of professional preparation and services of the university librarian. "The Brough study is a noteworthy addition to the limited literature dealing with American library history. It is much more, however, than a historical treatise, for it provides a sound basis on which the future can be built."—Foreword. Bibliography, 168 titles.

2358. Butler, Pierce. The Cultural Function of the Library. *Lib. Quart.*, 22: 79–91, April 1952. (*Author:* Professor of Library History, University of Chicago.)

"To realize the true significance of the library, one should not merely observe the effects of its presence but contemplate, in his imagination, the results that would follow from its absence. Obviously, if by some catastrophe all public and private libraries were obliterated (as has almost happened in Germany), every cultural routine would slacken and many of them would cease. The library contributes not merely to the well-being of civilization but to its own existence."

2359. Cain, Stith Malone. The College Library: An Opportunity for the College President. *Assoc. Amer. Coll. Bull.*, 37: 266–277, May 1951. (*Author:* Librarian, Central College, Missouri.)

"Every college library needs the kind of presidential leadership which will stimulate and inspire librarians to be creative, scholarly, resourceful, and inspirational. . . . More and more college presidents now are vitally concerned with every aspect of their colleges, especially their libraries." Discusses role of the library in the college, government of the library, library staffs, building, functions—each topic with special reference to the responsibility of the president for it. States seven ways a president can aid a library staff. Gives checklist of 10 questions regarding the college library for the president to answer.

2360. ——— The Library Committee: Asset or Liability? *Assoc. Amer. Coll. Bull.*, 38: 507–512, Dec. 1952. (*Author:* See No. 2359.)

"The amount and kind of contribution a library can make to the educational program of a college depends chiefly upon the kind of administration a library has, the financial and moral support from the president, and the cooperation from the faculty, students, and other users of the library." Discusses especially the role of the president and of the library committee.

2361. ——— The Library Presents a Business Opportunity to the Business Manager. *Coll. & Univ. Bus.*, 14; 22–24, June 1953. (*Author:* See No. 2359.)

States five ways the librarian can help the business officer and 13 ways the business officer can help the librarian.

2362. Cheney, Frances Neel. The Reference Librarian Looks to the Faculty. *Peabody Jour. Educ.*, 28: 275–279, March 1951. (*Author:* Associate Professor of Library Science, George Peabody College for Teachers, Tennessee.)

Answers the question: "What should the faculty expect from the reference librarian?" in terms of services and securing of new books.

2363. Clark, Edward Murray. How Motivate Student Use of the Library? *AAUP Bull.*, 39: 413–420, Autumn 1953. (*Author:* Professor of English, Centenary College of Louisiana.)

Discusses several ways the faculty should not, as well as ways it should, encourage students in the use of the library. "It all depends on the devoted and curious teacher who makes his own curiosity clear and contagious."

2364. COWLEY, WILLIAM H. College and University Teaching, 1858–1958. *Educ. Record*, 39: 311–320, Oct. 1958. (*Author:* Professor of Higher Education, Stanford University.)

Contrasts methods in use in 1858 and today. Stresses especially developments in use of the library as an essential college teaching tool.

2365. EHRHARDT, ALFRED; GERLETTI, JOHN D.; *and* CRAWFORD, CLAUDE E. How Shall I Manage My College Library Assignments? *Improv. Coll. & Univ. Teach.*, 3: 44–47, Aug. 1954. (*Authors:* (1) Associate Professor English, Los Angeles State College of Applied Arts and Sciences; (2) Associate Professor of Public Administration, University of Southern California; (3) Professor of Education, University of Southern California.)

Discuss most effective ways of directing students to desirable references, relieving congestion at the library, and checking library assignments.

2366. GRIFFITH, ALICE GROOMBRIDGE. The Library and the General Education Program in the Community College. *Jun. Coll. Jour.*, 29: 486–489, April 1959. (*Author:* Assistant Librarian, Mohawk Valley Technical Institute, New York.)

"Specific library practices which have been undertaken at Mohawk Valley Technical Institute . . . to further the purposes of general education include those which offer services to both faculty and students." Gives description of these practices. Conclusion: "Under adequate leadership and with faculty cooperation, the library can be a determining factor in the success of the general education program."

2367. JOHNSTON, W. T. A Glance at Junior College Libraries. *Jun. Coll. Jour.*, 29: 195–201, Dec. 1958. (*Author:* Librarian, Abraham Baldwin Agricultural College, Georgia.)

Based on reports from 79 junior colleges in all parts of the country. One section deals with faculty cooperation in use of the library.

2368. JONES, ROBERT C. Administrative Relationships of the Library and the Junior College. *Jun. Coll. Jour.*, 29: 324–328, Feb. 1959. (*Author:* Librarian, American River Junior College, California.)

Based on author's doctoral dissertation, institution not stated. Involves study of the literature and interviews at six public junior colleges in Colorado. Considers (1) the college and the library, (2) the president and the librarian, (3) the dean and the librarian, (4) faculty and students, (5) faculty-library committee, and (6) the library and the community.

2369. KIENTZLE, ELIZABETH. The College Librarian and the Library Committee. *Lib. Quart.*, 21: 120–126, April 1951.

Summary of master's thesis at Graduate Library School, University of Chicago, 1949. Based on study of 103 midwestern colleges. Describes current practices and evaluates relationships of the president and the library committee to each other and to the library.

2370. KNAPP, *Mrs.* PATRICIA B. A Suggested Program of College Instruction in the Use of the Library. *Lib. Quart.*, 26: 224–231, July 1956. (*Author:* Associate Professor of Library Science, Rosary College, Illinois.)

"The usual college-level instruction in library use is simply incapable of developing such competence. At the same time, current developments in higher education indicate an increasingly urgent need for good instruction in library use." Conclusion: "This paper has provided an analysis of the objectives of instruction in the use of the library, some examples of possible ways to achieve these objectives, and some suggested steps to implement an over-all program."

2371. ——— *College Teaching and the College Library.* Chicago: American Library Association, 1959. (ACRL Monograph, No. 23.) 110 p. (*Author:* See No. 2370.)

Based on author's doctoral dissertation at University of Chicago, 1957. Considers "the role of the library of a given college in implementing the course and non-course objectives of that college." Refers to Knox College, Illinois.

2372. LEET, HERBERT L. The Library in College Instruction. *Jour. Gen. Educ.*, 6: 100–105, Jan. 1952. (*Author:* Librarian, Harpur College, New York.)

"There has been a growing concern on the part of librarians, other educators, and educational agencies, with the quality of college-instruction and the proper use of the library in college instruction." Reviews several recent books in the library field but devotes most of the article to an outline of L. R. Wilson's *The Library in College Instruction* (No. 2392). "It is not too much to say that the faculty members having a thorough acquaintance with this book will be able to improve the quality of their college teaching. There has been an urgent need for a book of this type."

2373. Lightfoot, Robert M., Jr. The Library—Campus Catchall: An Exposition of Lightfoot's Law. *Jour. Higher Educ.*, 30: 77–82, Feb. 1959. (*Author:* Librarian, Bradley University, Illinois.)

Intended primarily for "presidents, deans, and such." A vigorous protest against the use of library buildings for many types of activities and interests entirely unrelated to the functions of a library and disturbing to them. Gives many concrete examples.

2374. McCarthy, Stephen A. Advisory Committee or Administrative Board? *Lib. Quart.*, 22: 223–231, July 1952. (*Author:* Director of Library, Cornell University, New York.)

Advocates certain administrative functions rather than purely advisory ones for a university library committee.

2375. McMullen, Haynes. College Teachers and Their Libraries. *Jour. Higher Educ.*, 25: 421–424, Nov. 1954. (*Author:* Associate Professor of Library Science, Indiana University.)

Considers, semi-humorously, various reasons why the professor may acquire books for his personal library. "If you take into account the presence of a well-rounded collection of scholarly materials in the college library, and if we consider the teacher's personal working habits, we can understand the reason behind the acquisition of most of the books on his shelves."

2376. Mapp, Edward. Instructor-Librarian Collaboration in a Community College. *Jun. Coll. Jour.*, 28: 404–406, March 1958. (*Author:* Librarian, Alexander Hamilton High School, New York; formerly Assistant Librarian, New York City Community College.)

Conclusion: "Attention has been focused on several interprofessional mergers possible within a community college framework. . . . Any institution of higher learning should derive inestimable benefit from an educationally-minded library staff and a library-conscious instructional staff."

2377. Mattis, Sydney. The College Library and the Teaching Process. *Jour. Higher Educ.*, 23: 313–318, June 1952. (*Author:* Assistant Librarian, Queens College, New York.)

Proposes a plan for the closer integration of the college library with the instructional program, based on the concept of the librarian as a teacher. Suggests establishment of a group of divisional libraries.

2378. Medical Libraries in Relation to Medical Education. *Jour. Med. Educ.*, 30: 489–532, Sept. 1955.

Nine articles by librarians of various medical libraries.

2379. Milczewski, Marion A. Cloak and Dagger in University Library Administration. *Coll. & Res. Lib.*, 13: 117–121, April 1952. (*Author:* Assistant Librarian, University of California.)

"Librarians must find out in advance what they may be required to do before official notification is given them. . . . There is, of course, no more productive source than personal contact between the librarian and the faculty and administrative officers."

2380. Nineteenth Annual Conference of the Graduate Library School. *Lib. Quart.*, 24: 273–391, Oct. 1954.

Report of Conference of Graduate Library School of University of Chicago. Includes 11 papers on various topics including Relationship Between the Library and College Objectives, Government and Control of the College Library, Liberal Arts Function of the University Library, Book Collections, Budgeting, and Finance.

2381. Oboler, Eli M. Faculty-Library Cooperation. *Improv. Coll. & Univ. Teach.*, 4: 38–43, Spring 1956. (*Author:* Librarian, Idaho State College.)

A good historical statement, tracing librarianship from the older custodial or "watch dog" function to the modern conception of constant use. "Let us now see what the librarian can do for the faculty member and, as I am sure you anticipated, what the faculty member can do for the library and librarian." Suggests five ways: "(1) The library should be an extension of the instructional activities of the classroom; (2) serving as a laboratory in which the student may develop the ability to use the tools of learning; (3) serving as a source of information on non-academic subjects; (4) as a reservoir of knowledge; and (5) as an aid in developing social responsibility among students."

2382. Rather, John Carson. *Library Statistics of Larger Colleges and Universities.* Washington: Department of Health, Education, and Welfare 1958. (U.S. Office of Education Circular No. 578). 13 p. (*Author:* With U.S. Office of Education.)

Gives basic library statistics for 135 colleges and universities having enrollments of 5,000 or more students, institutions having almost half of the college students of the country. Median size of libraries, 349,250 volumes.

2383. Rowell, Margaret K. *and* Ciolli, Antoinette. Faculty Day and the Library at Brooklyn College: A Report. *Coll. & Res. Lib.*, 15: 171–175, April 1954. (*Authors:* (1) Chief Catalog Librarian; (2) Reference Librarian; both of Brooklyn College, New York.)

Describes the general library participation and the exhibit program during Faculty Day at Brooklyn College, showing efforts at integration of the library with the instructional program.

2384. Rush, N. Orwin. The Library—the Focus of the Classroom. *Assoc. Amer. Coll. Bull.*, 36: 412–423, Oct. 1950. (*Author:* Librarian, University of Wyoming.)

"An adequate library is the basis of all teaching and study." Discusses many phases of faculty cooperation in instructional uses of the library including research, book selection, reserve books, departmental meetings, faculty library committees, bibliographical instruction, divisional arrangement, subject specialists, faculty status for librarians, undergraduate libraries, and storage.

2385. Standards for College Libraries. *Coll. & Res. Lib.* 20: 273–280, July 1959.

Text of standards prepared by Committee on Standards of Association of College and Research Libraries. "These standards are designed to provide a guide for the evaluation of libraries in American colleges and universities which emphasize four-year undergraduate instruction." Cover functions of the college library, structure and government, budget, staff, library collections, building, quality of the service and its evaluation, and interlibrary cooperation.

2386. Tanis, Norman Earl. Cooperative Program to Improve the Community College Library. *Jun. Coll. Jour.*, 29: 405–411, March 1959. (*Author:* Librarian, Henry Ford Community College, Michigan.)

Describes several ways that the library's usefulness can be increased through a cooperative program involving librarians, instructors, and administrators.

2387. Wedemeyer, Josephine A. Student Attitudes Toward Library Methods Courses in a University. *Coll. & Res. Lib.*, 15: 285–289, July 1954. (*Author:* Staff member, Library, University of Maryland.)

Reports in detail most important and least important factors, and other features, as judged by 237 students at University of Maryland.

2388. Willging, Eugene P. The Library in Catholic College and University: A Survey. *Cath. Educ. Review*, 49: 228–238, April 1951. (*Author:* Librarian, Catholic University of America, Washington, D.C.)

Based on questionnaire responses from 142 institutions. Gives detailed data on staff, book and periodical collections, budget, and expenditures. Institutions are ranked in terms of books and periodicals. Conclusion: "If a single norm were to be selected at this time, that of current periodicals might well be chosen."

2389. ——— The Catholic College and University Library: A Second Survey. *Cath. Educ. Review*, 51: 577–591, Nov. 1953. (*Author:* See No. 2388.)

Supplementary to No. 2388. For 143 libraries, reports number of volumes added and discarded, interlibrary loans, and microfilm duplication. Conclusion: "Far too much money has been lavished on buildings in the past when the essential elements of library science have been neglected. . . . Our two surveys indicate that only about 30 percent at most of these libraries can be called active in the sense of developing collections that are representative of modern library traditions."

2390. Williams, Gordon R. The Relationship of the Faculty and Adminisstration to the College and University Library. In Western College Association, *Proceedings*, Spring 1956, p. 43–49. (*Author:* Assistant Librarian, University of California, Los Angeles.)

Urges better understanding on part of both administration and faculty members of true function of a library in both liberal arts colleges and universities. Answers criticism of J. D. Millett that liberal arts college libraries ought to have less than 100,000 volumes. See Nos. 2418 and 2419.

2391. Williamson, W. L. Relating the Library to the Classroom: Some Specific Suggestions. *Coll. & Res. Lib.*, 14: 167–171, April 1953. (*Author:* Fellow, Graduate Library School, University of Chicago.)

"Now we are on the spot. We have sold good library service as essential to good instruction. As a result we are faced with the necessity to provide that kind of service." Discusses four specific ways for doing it.

2392. Wilson, Louis Round; Lowell, Mildred Hawksworth; *and* Reed, Sarah Rebecca. *The Library in College Instruction: A Syllabus on the Improvement of College Instruction Through Library Use.* New York: H. W. Wilson Co., 1951. 347 p. (*Authors:* (1) Dean Emeritus, Graduate Library School, University of Chicago; (2) Former Librarian, Eastern Oregon College of Education; (3) Librarian, Graduate Library School, University of Chicago.)

"The idea underlying the preparation of this syllabus has been the improvement of college teaching through the better integration of library use and instruction. . . . The syllabus is planned for the use of prospective college teachers or college teachers in service." Consists of five major units as follows: I. General Bibliographical Sources Useful to the College Instructor; II. Teaching Materials for General Education at the College Level; III. The Selection of Materials for Effective College Instruction; IV. Reading Guidance: A Function of the Entire Faculty; V. The College Library as a Teaching Instrument. Review by L. C. Branscomb, *Jour. Higher Educ.*, 24: 493–494, Dec. 1953. For extended discussion by H. L. Leet, see No. 2372.

2393. ——— *and* Tauber, Maurice F. *The University Library: The Organization, Administration, and Functions of Academic Libraries.* Chicago: University of Chicago Press, 1956. 2nd edition. xiii, 641 p. (*Authors:* (1) See No. 2392; (2) Professor, School of Library Service, Columbia University.)

First edition (1945) was a standard work for more than a decade. In 17 chapters, covering all phases of the field. One chapter, "The Teaching Function of the University Library" (p. 425–448). Extensive chapter bibliographies. Reviews by E. P. Willging, *Cath. Educ. Rev.*, 54: 496–498, Oct. 1956; by A. J. Eaton, *Coll. & Univ.*, 32: 92–94, No. 1, 1956; and by R. E. Ellsworth, *Jour. Higher Educ.*, 27: 406–407, Oct. 1956.

See also Nos. 181, 185, 189, 228, 243, 260, 265, 286, 325, 824, 913, 992, 2083, 2205, 2236, 2263.

XII. *Administration of Business and Finance*

1. GENERAL

For other references see monthly issues of *College and University Business*, and *Proceedings* of the six national and regional associations of college and university business officers.

2394. **Alden, Vernon R.** College Administration in a Rapidly Changing Economy. *Assoc. Amer. Coll. Bull.*, 43: 534–548, Dec. 1957. (*Author:* Associate Dean, Graduate School of Business Administration, Harvard University.)

"For all of us in education, the years immediately ahead provide a magnificent opportunity to test well-worn educational traditions, to venture out into bold new experiments, and to demonstrate to the American people the vital character of our institutions. I have no doubt that we shall meet this challenge." Discusses especially rising level of living costs, need for long-range planning, raising the price of college education, cutting costs of operation, determining the objectives of our institutions, and necessity of convincing our publics.

2395. **Anderson, Robbin C.** The Professor and the Business Office. *Coll. & Univ. Bus.*, 23: 22–24, July 1957. (*Author:* Professor of Chemistry, University of Texas.)

Recommends that the business office give more sympathetic attention to needs of the faculty for favorable working conditions, attendance at professional meetings, and equipment for research work.

2396. **Arnett, Trevor.** *College and University Finance.* New York: General Education Board, 1922, xi,212 p. (*Author:* Secretary, General Education Board; Auditor, University of Chicago.)

An early basic volume by a recognized authority on college finance. "The general purpose in writing this book has been to lighten the tasks of college administrators and to help make their work more satisfactory both to themselves and to those who have at heart the welfare of American colleges. The particular purpose in writing it, in response to [illegible] requests, has been to put into book form a statement of principles underlying college accounting and the use and care of trust funds, and to describe a complete, yet simple, system of college accounts which has been tried and found satisfactory."

2397. **Baird, Robert Eugene.** *Finance in the Administration of Higher Education.* Ithaca, N.Y.: Cornell University, 1957. 337 p. Abstract in *Diss. Abstracts*, 18: 898, March 1958.

Unpublished doctoral dissertation (Ph. D.). Based on varied library resources and "the opinions and experiences of administrative and academic staffs of many colleges and universities as gathered from personal interviews and the responses to written questionnaires."

2398. **Bart, Peter B.** Campus Financing: Educators Claim Many Colleges Are Good Fund Raisers, Inept Spenders. *Wall St. Jour.*, 151: 1, 21, April 24, 1958.

"According to top authorities, many U.S. colleges are falling down in the following areas: They are failing to map out comprehensive long-range projection of future needs, they are wasteful in utilizing human and physical resources, they are overly conservative in considering new ideas, . . . they are sloppy in their financial and administrative operations."

2399. **Blackwell, Thomas E.** *College and University Business Administration.* Washington: American Council on Education. Vol. I, 1952. xiv,217 p. Vol. II, 1955. xii,267 p. (*Author:*

Treasurer, Washington University, Missouri.)

Compiled by the National Committee on the Preparation of a Manual on College and University Business Administration as a result of 10 years of work. Supersedes the earlier *Financial Reports for Colleges and Universities,* published in 1935, which was accepted as the definitive work on the subject. "A statement of general principles and is not intended to be a manual of detailed procedures. Each institution should develop its own procedural manual for internal use." Vol. I includes chapters on the principles of college and university business administration, basic principles of college and university accounting, budgets and budgetary accounting, financial reports, audits, allocation of indirect expenditures, determination of costs, and depreciation of real property. Includes a detailed classified bibliography, 50 pages, over 900 titles, covering entire field of college and university business administration through August 1951. Vol. II similarly discusses purchasing, physical plant, insurance, inventory, auxiliary enterprises, student affairs, nonacademic personnel, staff welfare (retirement, life insurance, health care), investment management, sponsored research, and legal problems. Contains similarly classified bibliography, May 1951 through 1954, 60 pages, more than 1,100 references. Reviews of Vol. I by R. E. Egan, *Coll. & Univ.,* 28: 424–425, April 1953; and by L. N. Henderson, *Educ. Forum.,* 18: 487, May 1954. Reviews of Vol. II by G. F. Donovan, *Cath. Educ. Review,* 53: 570–571, Nov. 1955; by M. E. Gladfelter, *Coll. & Univ.,* 31: 372–374, No. 3, 1956; and by O. Tead, *Jour. Higher Educ.,* 27: 166–167, March 1956.

2400. ——— Are State Scholarships an Answer to Increasing Demand for Higher Education? *Coll. & Univ. Bus.,* 22: 38–39, May 1957. (*Author:* Educational Management Consultant, Washington University, Missouri.)

Considers court decisions in Nebraska, South Dakota, Nevada, Illinois, Virginia, New York, New Jersey, and Pennsylvania on right of the State to establish scholarships for use in privately controlled educational institutions.

2401. Bokelman, W. Robert. The Practices of 100 Assorted Colleges in Making Student Loans. *Coll. & Univ. Bus.,* 16: 22–25, April 1954. (*Author:* Business Manager-Bursar, University of Kansas City, Missouri.)

Reports on maximum loans permitted, time when repayment begins, interest rates charged, amount of loan funds available, percent of student body receiving financial assistance, and other related features in 100 institutions.

2402. ——— *Survey of Financial Data in 330 Colleges and Universities.* Bloomington: Indiana University, 1955. 195 p. Abstract in *Diss. Abstracts,* 15: 2069–2070, Nov. 1955.

Unpublished doctoral dissertation (Ed. D.). Purpose: "To collect from an adequate sample of colleges and universities selected items of information that could be useful to the administrations of higher educational institutions in making their budgets and in comparing their operations with the operations of other somewhat similar colleges and universities." Studies enrollments, salaries, board and room charges, housing of married students, costs of buildings, tuitions and fees, and limitations of enrollments.

2403. Buckley, Raymond G. Is the Educational Questionnaire Overdone? *Coll. & Univ. Bus.,* 14: 49, Feb. 1953. (*Author:* Controller, Bryn Mawr College, Pennsylvania.)

"This is intended as a protest against the increasing number of questionnaires that are flooding the country—at least our educational country. . . . I have seen a lot of questions whose answers I would gamble were never used by the perpetrator or, if they were, they led him astray rather than helped him."

2404. Calkins, Robert D. An Economist Looks at Higher Education. In American Association of Land-Grant Colleges and State Universities, *Proceedings,* 1958, p. 57–61. Also in *Bus. & Econ. Review,* 6: 3–6, Feb. 1959. (*Author:* President, Brookings Institution, Washington, D.C.)

"In view of the importance of higher education to the future of this nation, it is shocking that so little attention has been given to the economic aspects of this enterprise."

2405. Davidson, Carter. Blind Alleys in College Finance. *Educ. Record,* 34: 108–112, April 1953. (*Author:* President, Union College, New York.)

Discusses the two volumes published under direction of J. D. Millett (Nos. 2418 and 2419). Quotes another educator as asking: "I have read the staff report and some of the supplementary volumes with interest, but I find it difficult to picture the process by which this staff work was transmuted into the report of the Commission. Can you enlighten me?" Author states that present article "is an attempt to do so."

2406. Emmerich, Charles O.; Dewberry, J. H.; Baughman, G. F.; *and* Stewart, Robert B. Panel on "Management Surveys in Colleges and Universities." In Southern University Conference, *Proceedings*, 1955, p. 79–102. (*Authors:* (1) Business manager, Emory University, Georgia: (2) Director, University System of Georgia; (3) Vice President, University of Florida; (4) Vice President, Purdue University.)

Discuss a variety of methods and characteristics of management surveys, their values and their limitations.

2407. Faust, Clarence H. Problems and Opportunities in Higher Education: The Role of the Business Officer. In Southern Association of College and University Business Officers, *Proceedings*, 1957, p. 40–53. (*Author:* President, Fund for the Advancement of Education.)

"The pressure of necessity under which we shall be working may, I believe, be a blessing if we can muster the courage and insight required to meet it." Discusses "spoon feeding," faculty-student ratio, space utilization, proliferation of courses, instruction by television, and related topics. Followed by 5-page discussion.

2408. Fleege, Urban H. Trends in American Higher Education. *Assoc. Amer. Coll. Bull.*, 43: 479–484, Oct. 1957. (*Author:* Associate Secretary, College and University Department, National Catholic Education Association.)

"A business that collects only 65 cents for every dollar's worth of merchandise is headed for bankruptcy. It is time we overhauled our financial policies in higher education. . . . Continuing to offer for public consumption the valuable services of faculty members at 33 percent discount is bound to disrupt either the quality of our service or our good standing in the community, or both."

2409. French, Irwin K. *A Study of Income and Expenditure in Sixty Colleges—Year 1953–54.* n.p. n.d. 183 p. [Secretary of the Association, 1958–59, Elmer Jagow, Knox College, Galesburg, Illinois.] (*Author:* Business Manager, Wellesley College, Massachusetts.)

Report of a study under the direction of the National Federation of College and University Business Officers Associations, financed by a grant from Fund for the Advancement of Education. Covers 60 privately supported liberal arts colleges (38 coeducational, 11 for men, 11 for women) in all parts of the country. Detailed analyses given in 35 "exhibits" of income and expenditures on comparable bases for institutions classified by type of student body, by enrollment, and by geographic location. Useful discussion of "How the Study Results Can Be Used." Twelve institutions attended predominantly by Negroes are shown separately in most tables. "The report on this study contains all the detailed and summary information needed to determine where the 60 participating colleges obtained their money in 1953–54, and how they used it. The report also contains a manual for the guidance of any college which may wish to place its own data on a comparable basis."

2410. Harris, Seymour E. The Economics of Higher Education. *Amer. Econ. Review*, 43: 344–357, June 1953. (*Author:* Professor of Economics, Harvard University.)

Comments on report of Commission on Financing Higher Education, *Financing Higher Education in the United States*, and on 10 research volumes in the 500-page staff report of the Commission (No. 2419). Discusses symptoms of financial distress in higher education and how income of colleges may be increased, especially by higher student fees, Government contributions, and gifts and income from endowment. "The Report and the supplementary volumes are the most important study of the economics of higher education yet made available."

2411. ——— Pricing Higher Education. In Eastern Association of College and University Business Officers, *Proceedings*, 1958, p. 61–73. Followed by extensive panel discussion: "Meeting the Cost of Education: (1) The Institutional View; (2) The Students' View," (p. 74–112) in which Professor Harris participated. (*Author:* See No. 2410.)

"I would like to discuss, first, the problem of tuition, and then that of scholarships, and then related questions." Comments on marked variations in tuition in different types of institutions and in different components of the same institution. Argues for higher tuition, especially in public institutions. Discusses also problem of free choice of institutions for students receiving national scholarships, and need of additional funds for student loans.

2412. Hungate, Thad L. *Finance in Educational Management of Colleges and Universities.* New York: Teachers College, Columbia University, 1954. vi,202 p. Portion of one chapter in *Teach. Coll. Record*, 54: 68–76, Nov. 1952. (*Author:* Comptroller, Teachers College, Columbia University.)

States six principles to guide institutional financial practice. Discusses financial support, financial policy, the budget, management of institutional funds, and operation of an accounting system. Reviews by J. D. Millett, *Jour. Higher Educ.*, 26: 283–284, May 1955; by P. Thompson, *Jour. Teach. Educ.*, 6: 243, Sept. 1955; and by A. W. Peterson, *Teach. Coll. Record*, 56: 413–414, April 1955.

2413. Keyes, Fenton. Publications on College Business Management. In Eastern Association of College and University Business Officers, *Proceedings*, 1953, p. 34–38, 164–169. (*Author:* Vice President, Skidmore College, New York.)

A list of books, pamphlets, and journals (1950–1953), arranged in 13 groups, with frequent brief annotations.

2414. Kolb, Burton Arthur. *Financial Policies of Six Midwestern Private Liberal Arts Colleges.* Seattle: University of Washington, 1957. 570 p. Abstract in *Diss. Abstracts*, 17: 1941–1942, Sept. 1957.

Unpublished doctoral dissertation (D.B.A.). Covers years 1940 to 1954, based on "frequent personal interviews with responsible officers of the institution as well as examination of its records." Conclusion: "The study provides, by example, methods of research and analysis by which the financial policies of other institutions of higher education may be examined critically. The value of such examination, both by administrators and benefactors of these institutions, is strongly suggested by the findings in the six institutional case studies which comprise the body of the thesis."

2415. Krause, Victor C. *An Opinion Analysis of the Supporting Clientele of Concordia Teachers College, River Forest, Illinois.* Minneapolis: University of Minnesota, 1955. 308 p. Abstract in *Diss. Abstracts*, 15: 2452, Dec. 1955.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaires sent to various college-related groups which support the institution by providing students and funds. "All samples, with the exception of the laymen, provided high returns. One hundred percent of the students, 91 percent of parents and pastors, 90 percent of the alumni, and 52 percent of the laymen responded to the invitation to participate in the survey. . . . Further study is needed to discover more effective methods of interpretation of the college and its program at the pastor and layman level."

2416. McCallum, William Jackson. *The Financial Support and Control of Public Junior Colleges in the United States.* Stanford, Calif.: Stanford University, 1955. 153 p. Abstract in *Diss. Abstracts*, 16: 53, Jan. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires sent to administrators of all public junior colleges. "In general, junior college administrators express satisfaction with present controls over educational policy. Junior colleges desire improvement in the financing of their institutions."

2417. Methods of Financing Higher Education. *Annals Amer. Acad.*, 301: 93–210, Sept. 1955.

Contains 11 papers presented at a conference at Philadelphia, May 20–21, 1955, commemorating centenary of birth of Edmund J. James. Covers various phases of the subject, including Government support of colleges and universities, alumni support, corporation support, tuition charges, operating costs, and financing of higher education in the future.

2418. Millett, John D. *Nature and Needs of Higher Education: Report of the Commission on Financing Higher Education.* New York: Columbia University Press, 1952. xi,191 p. (*Author:* Executive Director of the Commission; On leave as Professor of Public Administration from Columbia University.)

"In April 1951, the Commission agreed to publish two different documents as a final report. The executive director has prepared an extensive account of the findings and conclusions of the research staff. The volume entitled *Financing Higher Education in the United States* [No. 2419] presents in detail the research work done for the Commission and provides broad factual information which underlies this present report. In this volume the Commission as a group presents its own conclusions in brief compass. The main purpose here is to provide a general view of the status of higher education in American culture, its economic problems, and the choices for future financial development." In 5 chapters: I. The Nature of Higher Education. II. Diversity the Key to Freedom. III. Economic Problems of Higher Education. IV. Sources of Support. V. Conclusion. For extended discussions of this important report, see C. Davidson, No. 2405 and S. E. Harris, No. 2410. Reviews of one or both volumes by E. J. Mortola, *Coll. & Univ.*, 29: 452–455, April 1954; by W. A. Stumpf, *Educ. Forum*, 17: 484–485, May 1953; by E. D. Grizzell, *Educ. Outlook*, 28: 81–82, Jan. 1954; by W. P. Sears, *Educ.*, 73: 397, Feb. 1953; by F. C. Ward, *Jour. Higher Educ.*, 24: 449, Nov. 1953; and by A. D. Simpson, *Jour. Higher Educ.*, 25: 169–170, March 1954.

2419. ——— *Financing Higher Education in the United States: The Staff Report.* New York: Columbia University Press, 1952. xix,503 p. (*Author:* See No. 2418.)

For partial characterization, see No. 2418. "The present report has two primary characteristics which must be clearly understood. First of all, the purpose of this study is primarily factual, to present the scope of the data collected by the staff of the Commission in the course of this inquiry. Secondly, most of the original work of collecting these data was undertaken by staff members other than myself. . . . I have not refrained . . . from expressing my own personal judgments whenever I was moved to do so." Presented in 5 parts: I. The Objectives of Higher Education (4 chapters). II. Costs and Administration (9 chapters). III. Sources of Income (7 chapters). IV. Possibilities of Future Financing (5 chapters). V. The Task Ahead (1 chapter). For comments on library phases by G. R. Williams, see No. 2390.

2420. National Science Foundation. *Scientific Research and Development in Colleges and Universities: Expenditures and Manpower, 1953–54.* Washington: Government Printing Office, 1959. iii, 173 p.

Based on data received from 1,120 institutions of higher education, excluding junior colleges and certain classes of professional schools. Contains 62 tables and 6 charts presenting a mass of information concerning costs and manpower.

2421. Ormes, Ferguson R. Wabash College Finds the Record Good on Repayment of Student Loans. *Coll. & Univ. Bus.*, 22: 23–25, March 1957. (*Author:* Controller, Wabash College, Indiana.)

Based on analysis of record of past 30 years covering loans, chiefly for tuition, to several hundred students. "For this institution, final losses on student loans can be limited to about 5 percent, and 90 percent or more of money can be expected back within 5 years after the borrowers depart from college."

2422. Paget, Richard M. Business Administration in Educational Institutions. In Southern University Conference, *Proceedings*, 1951, p. 66–78. (*Author:* Partner; Cresap, McCormick, & Paget; Engineering Management Services, New York.)

Discusses from standpoint of management organization more efficient college and university management. Includes investment policies, classroom space, design of new buildings, dormitory operation, and other factors.

2423. Pollard, John A. *and* Barrett, Norman W. The Financial Status of Colleges and Universities in the United States. *Higher Educ.*, 11: 125–129, May 1955. (*Authors:* (1) Director; and (2) Staff Member; Council for Financial Aid to Education.)

Reports for 753 higher education institutions, in nine groups, a variety of financial data, including deficits, costs of operation, tuition and fees, student aid, faculty salaries, alumni contributions, and need for funds.

2424. Pusey, Nathan M. The Need for Public Support. *Educ. Record*, 40: 29–34, Jan. 1959. (*Author:* President, Harvard University.)

"The financial difficulty of higher education in America at the moment is large and serious, simply because we are not, and have not been, spending enough on our educational system." Discusses various sources of additional support including alumni, tuition increases, Federal Government, business and industry. Illustrates by frequent references to experience at Harvard University.

2425. Reese, Harold Davis. *A Cost Estimate of Proposed Community Colleges in Pennsylvania, With a Proposal for Legislative Action.* College Park: Pennsylvania State College, 1951. 228 p. Abstract in the Pennsylvania State College, *Abstracts of Doctoral Dissertations*, vol. 14, 1951, p. 296–301.

Unpublished doctoral dissertation (Ed. D.). Estimates costs of public community colleges if established in 35 districts in the State, and additional cost "on the assumption that free public education in the thirteenth and fourteenth grades had been made available to all youth and adults in the Commonwealth."

2426. **Russell, John Dale.** *The Finance of Higher Education.* Chicago: University of Chicago Press. 1954. 2nd edition. xix,416 p. (*Author:* Executive Secretary, New Mexico Board of Educational Finance.)

A comprehensive treatment of all major phases of the field. With the possible exception of two or three chapters, the work may be classified as non-technical, easy reading for those engaged in administration of higher education in non-technical capacities. Each of the 15 chapters contains an extensive bibliography. Reviews by E. J. Mortola, *Coll. & Univ.*, 31: 235, no. 2, 1956; and by W. T. Middlebrook, *Jour. Higher Educ.*, 27: 114, Feb. 1956.

2427. **Saunders, Robert Lawrence.** *A Study of the Financial Program of Public Higher Education in Tennessee, 1955-56.* Auburn: Alabama Polytechnic Institute, 1957. 463 p. Abstract in *Diss. Abstracts*, 18: 915-916, March 1958.

Unpublished doctoral dissertation (Ed. D.). "Conducted as part of the Survey of Public Higher Education in Tennessee." Chiefly a status analysis. Average educational expenditure was $774 per fulltime student. Average cost per student credit hour, $5.13, ranging from $2.64 to $11.33 for different subjects. Median salary, $3,915. Recommendations made for changes, including expansion of program to accommodate possible increase in enrollment of 220 percent by 1973-74.

2428. **Smith, Arthur Bion, Jr.** *Local Financial Resources of Six Southern Baptist Colleges in Texas: Present Utilization and Suggestions for Future Utilization.* Houston, Texas: University of Houston, 1955. 320 p. Abstract in *Diss. Abstracts*, 15: 1528, Sept. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to the six colleges. "The investigation reached the conclusion that there were financial resources within the local area of each school sufficient to meet an increasing part of the financial needs of each school." Gives several suggestions for utilization of such resources.

2429. **Smith, Craig R.** The Banker's Part in the Rise of Business Aid to Education. *Banking*, 47: 120-125, June 1955.

Discusses need for funds by institutions of higher learning and criteria used by some companies in making gifts to them. Suggests how a bank can function as a go-between or an agent.

2430. **Spriegal, William Robert** *and* **Lanham, E.** *Job Evaluation in Colleges and Universities.* Austin: University of Texas, 1954. (Bureau of Business Research, Personnel Studies, No. 7). vii, 136 p. (*Authors:* (1) Dean, College of Business Administration; (2) Lecturer in Business Sciences; both of University of Texas.)

Detailed report on the job evaluation plan operated at 21 of 75 colleges and universities studied. Bibliography, 89 titles.

2431. Survey of State Support, Fees, Salaries, Non-Resident Restrictions, and Junior Colleges. In American Association of Land-Grant Colleges and Universities, *Proceedings*, 1957, p. 370-378.

Presentation and discussion of results of a questionnaire, sent to all members of the Association, by five presidents: John T. Caldwell, University of Arkansas; Oliver S. Willham, Oklahoma State University; A. L. Strand, Oregon State College; Carl R. Woodward, University of Rhode Island; and C. Clement French, State College of Washington. Finds that at most recent sessions of State legislatures appropriations were increased from 13 to 35 percent; student fees were increased from 3 to 11 percent; salaries were raised from 0 to 30 percent; little restriction was placed on admission of non-resident students; and that a majority of the States have public junior colleges which receive direct State support, but with little coordination.

2432. **Wells, Harry Lumm.** *Higher Education Is Serious Business: A Study of University Business Management in Relation to Higher Education.* New York: Harper & Bros., 1953. xiii,237 p. (*Author:* Vice President and Business Manager, Northwestern University, Illinois.)

"This book is an effort to attach educational implications to certain business aspects of university administration. . . . No attempt has been made to present a manual for the business management of institutions engaged in higher education. . . . Part II deals with business men and educational administration, and the business management for education. The trustee system of management in educational institutions, time honored though it is, has been severely criticized, and in some cases with reason. In this section I have gone into the various plans, the faults and virtues of the trustee system. . . . Part III is devoted to the student, his problems, and what we are doing to him. . . . Part IV has to do with personal relationships. . . . Part V is designed to reflect certain management problems in which the solutions require basic changes in educational philosophy." Reviews by C. A. Weber, *Educ. Forum,* 18: 113, Nov. 1953; by O. S. Willard, *Harvard Educ. Review,* 23: 144, No. 2, 1953; and by A. W. Peterson, *Jour. Higher Educ.,* 24: 390–391, Oct. 1953.

2433. WELLS, HERMAN B. Investment in Survival. *Bus. Horizons,* 2: 49–52, Spring 1959. (*Author:* President, Indiana University.)

On basis of his observations as one of a group of seven university presidents that toured Soviet Union in 1958, studying higher education, says: "American higher education . . . is gravely challenged, in that it has certain needs that insistently demand attention. I have two propositions to advance concerning these needs. One is that we need to invest more in higher education; the other is that we need to invest what we invest as wisely as possible."

2434. WELLS, RALPH G., *ed. New England Council Educational Study: The Economic Value of Educational Institutions to New England.* Boston: College of Business Administration, Boston University, 1951. 26 p. Summary by J. B. Sanders, *Higher Educ.,* 8: 103, Jan. 1, 1952.

Reports values of endowments, buildings and equipment, payments by over 50,000 students from outside New England, and other economic factors.

2435. WEST, ELMER D. *Background for a National Scholarship Policy.* Washington: American Council on Education, 1956. ix,160 p. (*Author:* Staff member, American Council on Education.)

Compiled for Subcommittee of American Council on Education. Discusses the problem, sources of funds, motivational factors, administration of scholarship programs, and studies needed. Bibliography, 347 titles, many of which are quoted from in the text.

2436. WOLFSON, LEO. *The Financing of California Public Junior Colleges.* Los Angeles: University of Southern California, 1955. Abstract in the University of Southern California, *Abstracts of Dissertations,* 1955, p. 293–296.

Unpublished doctoral dissertation (Ed. D.). Based on detailed data from 49 of the 52 districts maintaining junior colleges in 1953–54. Purpose: To determine the amount and the sources of income and amount of expenditures for 1953–54, and to consider the relationship of their financial structure to that of other higher educational insttiutions in the State.

See also Nos. 1, 12, 142, 168, 171, 181, 182, 187, 188, 189, 190, 191, 200, 201, 203, 207, 214, 215, 217, 218, 219, 222, 224, 225, 228, 235, 237, 239, 256, 258, 264, 267, 270, 271, 272, 278, 282, 284, 286, 287, 288, 291, 295, 317, 350, 433, 445, 470, 492, 502, 544, 552, 575, 592, 631, 638, 651, 667, 669, 682, 720, 744, 815, 816, 828, 903, 955, 991, 1617, 1810, 1953, 1972, 1983, 1989, 1994, 2003.

2. ACCOUNTING

Includes budgets, reports, and audits.

2437. CATE, ROSCOE. Faculty Participation in Budget Making. *Coll. & Univ. Bus.,* 13: 22–23, Dec. 1952. (*Author:* Vice President and Business Manager, University of Oklahoma.)

States six ways in which the faculty may helpfully participate in budget making of the university. See also No. 2438.

2438. FRANKLIN, CARL M. Democratic Budget-Making Procedures. *Jour. Higher Educ.,* 23: 245–253, May 1952. (*Author:* Executive Vice President, University of Oklahoma.)

Describes plan at University of Oklahoma for inclusion of faculty representatives in making the university budget as an example of democracy in action. States and answers six disadvantages of the plan that "are usually alleged." See also No. 2437.

2439. GETZENDANNER, JOSEPH W., JR. Setting Up a Small College Budget. *Coll. & Univ. Bus.,* 8: 27–28, March 1950. (*Author:* Treasurer, Trinity College, Connecticut.)

Discusses five factors in the procedure of budget making successfully followed at Trinity College.

2440. PERKINS, JOHN ALANSON. Procedures in Budget Making. In National Association of State Universities, *Proceedings,* 1956, p. 54–58. (*Author:* President, University of Delaware.)

"It was most disillusioning, upon looking into the subject of university budgeting, to find that almost no one has put pen to paper setting forth the true gospel on the topic. There is probably no other annual expenditure so large (two and a half billion) in which the budget procedures and methods have been so little explored or theorized upon." States for discussion 10 groups of basic questions.

2441. Powell, Paul E. *Administration of Departments of Industrial Teacher Education: Budgets and Accounting Systems.* Detroit, Mich.: Wayne University, 1955. 323 p. Abstract in ***Diss. Abstracts***, 15: 527–528, April 1955.

Unpublished doctoral dissertation (Ed. D.). Based on 64-item questionnaire answered by 139 departmental chairmen, of whom 50 percent were dissatisfied with their budget practices. Develops one basic system of budget and accounting practice, adaptable for use in all departments studied.

2442. Russell, John Dale. Break-Even Point in the Organization of Instructional Programs. *Coll. & Univ. Bus.*, 27: 25–26, Aug. 1959. (*Author:* Director, Office of Institutional Research, New York University.)

Discusses three possible measures of the break-even point. Gives chart of mathematical formulas for determination of it.

2443. Woodburne, Lloyd S. The Projection of Faculty Budget Cost. *Assoc. Amer. Coll. Bull.*, 39: 582–588, Dec. 1953. (*Author:* Dean, University of Washington.)

Makes projections based on three possible bases of faculty retirement, 3, 7, or 14 members retiring per year for a faculty composed of 445 individuals.

2444. *Yardsticks and Formulas in University Budgeting.* Boulder, Colo.: Western Interstate Commission for Higher Education, 1959. 69 p.

Report of a seminar on budgeting procedures for higher educational institutions in the Western States.

2445. Young, Harding B. The Budget Doesn't Belong to the Business Manager: Rather, It's the Instrument of the President. *Coll. & Univ. Bus.*, 22: 46–48, March 1957; 22: 51–54, April 1957. (*Author:* Assistant to the President, Agricultural, Mechanical, and Normal College, Arkansas.)

Gives case studies of two business managers with an overzealous approach to budget control. Five other cases presented and discussed in detail.

2446. ——— Certain Cost Concepts: The Application of Them to the Budget Problems of the Small College. *Jour. Higher Educ.*, 29: 89–94, 116, Feb. 1958. (*Author:* See No. 2445.)

"Here we have viewed certain cost concepts and the use to which these have been put in small colleges studied, determination of institutional policy on size of enrollment, cost control, cost reduction, and budget preparation and planning."

See also Nos. 189, 228, 256, 278, 299, 720, 723, 818, 1000, 2396, 2399, 2402, 2412, 2426, 2509, 2664, 2673.

3. INCOME

Includes current income, capital income, gifts for endowment, gifts for current expenses, gifts for buildings. For income from student tuition, see Nos. 1960–2004. For financial campaigns, see Nos. 2682–2708.

2447. Abrams, Frank W. Growth of Corporate Giving to Education. *Sch. & Soc.*, 86: 28–30, Jan. 18, 1958. (*Author:* Chairman, Executive Committee, Council for Financial Aid to Education; formerly Chairman, Standard Oil Company of New Jersey.)

Reviews marked developments since the Internal Revenue Act of 1935 "first permitted business deductions up to five percent of net income for philanthropic contributions, including gifts to higher education."

2448. Aderhold, Omer C. Trends in State Support of Public Higher Education. In Southern University Conference, *Proceedings*, 1954, p. 43–52. (*Author:* President, University of Georgia.)

"It is my purpose to review for you the trends in State support of higher education as it pertains to the Nation and to the Southern region." In six tables summarizes for each of 14 States and for the Nation significant factors for 1930, 1940, and 1950. Considers the outlook for future State support of higher education.

2449. ***Aids to Corporate Support of Higher Education: Methods of Helping***

Colleges and Universities. New York: Council for Financial Aid to Education, Inc., June 1955. 24 p.

"This pamphlet is designed primarily to help corporations (and corporate foundations) which *already are interested in financial aid to higher education* but are uncertain of the best way to formulate and administer a company program for that purpose."

2450. Allen, Harry K. *and* Axt, Richard G. *State Public Finance and State Institutions of Higher Education in the United States.* New York: Columbia University Press, 1952. xix,196 p. (*Authors:* (1) Professor of Economics, University of Illinois; (2) Staff member, Commission on Financing Higher Education.)

"This study has been based on statistical data about two major subjects: the income of State institutions of higher education, and the public finances of the State governments which provide their principle support. . . . The three most obvious sources for additional income are State appropriations, student fees, and the Federal government. There are few prospects of obtaining impressively larger amounts from endowment earnings, gifts, and private grants which traditionally have played only a small part in the financing of State institutions. . . . A 50 percent increase in State appropriations for higher education would mean only a 2 or 3 percent increase in total State expenditures." Presents extensive statistical data, none later than 1949. Review by T. L. Hungate, *Teach. Coll. Record,* 54: 109–112, Nov. 1952.

2451. Andrews, F. Emerson. College Deficits? *Coll. & Univ. Bus.*, 13: 17, Oct. 1952. (*Author:* Director of Publications, Russell Sage Foundation.)

"Though its promise has been exaggerated, Corporation giving to higher education is already substantial, and it can be increased."

2452. ——— *Corporation Giving.* New York: Russell Sage Foundation, 1952. 361 p. (*Author:* See No. 2451.)

A general treatment of all phases of Corporation giving. Chapter XI, "Education and Research," (p. 193–219), discusses especially the importance of higher education, stake of business in education, scholarships, fellowships, the local college, statewide college funds, and National college funds. Conclusion: "No single pattern emerges as the best way business can aid higher education. The educational situation is fluid and the interests and resources of corporations differ. Many forms of educational aid will prove mutually beneficial." Review by L. Bell, *Jour. Higher Educ.,* 24: 278–280, May 1953.

2453. Applegate, Kenneth P. Should Utilities Invest in the Universities? *Pub. Util. Fort.,* 56: 789–791, Nov. 10, 1955. (*Author:* President, Government Research Institute, Hartford, Conn.)

"More and more, large corporations are establishing new funds to help colleges and universities. Public utilities as well as nonutility industries naturally have an interest in this movement and for supporting our institutions of learning."

2454. Auburn, Norman P. Financing Higher Education During the Next Decade. In American Association of Land-Grant College and State Universities, *Proceedings,* 1957, p. 66–75. (*Author:* President, University of Akron, Ohio; Acting President, Council for Financial Aid to Education.)

Discusses three types of existing or impending inflation. Predicts need of $5 billion budget for higher education by 1970 and gives details of various possible methods of meeting it. Evaluates the work of the Council for Financial Aid to Education, especially in "improving the climate of giving."

2455. Ball, Ralph K. A New Approach to the Solicitation of Capital Gifts. *Assoc. Amer. Coll. Bull.,* 43: 582–588, Dec. 1957. (*Author:* Attorney; former Counsel for Northwestern University, Illinois.)

"The colleges of this country are failing by a very large margin to obtain the capital gifts they deserve and for which ample funds are available. Every day they are selling their birthright for a small, immediate donation. . . . Gifts and bequests are solicited, but not estates. . . . In order to encourage estate gifts, the institution should consider special trust devices. . . . Unless our colleges can develop this type of approach to prospects, they will generally have to remain content with small cash bequests aggregating less than one percent of the sums potentially available."

2456. Blackwell, Thomas E. The Stockholder and Corporate Giving. *Coll. & Univ. Bus.,* 13: 43–44, Oct. 1952. (*Author:* Vice Chancellor and Treasurer, Washington University, Missouri.)

Discusses case of a stockholder who brought suit to prevent a corporation from making a contribution to Princeton University. Includes valuable bibliography of eight titles, published from 1925 to 1952, introduced by the statement: "A major factor in altering the thinking of the general public on this subject has been the publication of a series of very persuasive articles, pamphlets, and books beginning with Lair Bell's article in the *Atlantic* for May 1948."

2457. ——— Are Pledges Valid Obligations? *Coll. & Univ. Bus.*, 12: 45–46, Jan. 1952. (*Author:* See No. 2456.)

"Colleges are frequently compelled to rely upon the validity of charitable subscriptions. Plans must be based upon the assumption courts will enforce, if necessary, the payment of pledges to support the work of the institution undertaken in reliance on such pledges." Reports and discusses several such court decisions.

2458. Cain, J. Harvey. Non-Salaried Services and Living Endowment. *Nat. Cath. Educ. Assoc. Bull.*, 55: 7–15, Nov. 1958. (*Author:* Consultant on College Finance.)

Shows increase in value of contributed services of faculty members reported (92 percent by Roman Catholic colleges) from $5,000,000 in 1932 to $32,000,000 in 1956. Discusses principles which should be followed in defining, reporting, and evaluating such services. Answers six questions commonly asked concerning such services.

2459. Carr, G. G. Colleges Seek Aid from Industry. *Iron Age*, 172: 44–45, July 30, 1953.

Reports policy of Bethlehem Steel Company in offering financial aid to 45 institutions, and statement of President Eugene G. Grace concerning the responsibility of industry for college support. Reports a National Better Business Bureau survey showing 30 college funds or foundations, operating on a local or regional basis, which solicit funds for support of member institutions. Most common basis of distribution—equal shares for 60 percent of gifts, remaining 40 percent being allocated on basis of enrollment.

2460. Cookenboo, Leslie, Jr. The Future of Private Giving in the United States to 1965. *Pride*, 1: 8–11, Oct. 1957. (*Author:* Associate Professor of Economics, Rice Institute, Texas.)

Tabulates private giving in the United States annually from 1929 to 1955, and predicts its increase until 1975 on three hypotheses concerning Gross National Product. "Private giving in the past has followed general economic activity closely. There is no reason to expect it to do otherwise in the future. High income taxes have not caused a decline in giving; indeed, they may have actually promoted an increase in the propensity to give."

2461. Daley, Billy Claudius. *The Development of Public Junior College Financing in Texas.* Austin: University of Texas, 1959. 172 p. Abstract in *Diss. Abstracts*, 20: 179, July 1959.

Unpublished doctoral dissertation (Ed. D.). "The purpose of this investigation was to find answers to the questions: What are the sources of the operating income for the public junior colleges of Texas and how did this procedure of financing develop?" Concludes that proportion of income from tuition and fees will decrease; that from State appropriations will increase.

2462. Drucker, Peter F. Will the Colleges Blow Their Tops? *Harpers*, 213: 63–68, July 1956.

Examines four aspects of higher education's "financial nightmares"—tuition deficit, cost of faculty, residential or nonresidential instruction, and the family budget for higher learning.

2463. Eurich, Alvin C. The Role of Philanthropic Foundations in Higher Education. In Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1951, p. 27–33. (*Author:* Director and Vice President, Fund for the Advancement of Education.)

A general statement of policy with reference to various types of grants for institutions of higher education.

2464. Financing Liberal Education. *Assoc. Amer. Coll. Bull.*, 40: 44–106, March 1954.

A series of addresses from standpoints of different types of colleges, as follows: Independent Colleges, by E. Wilson Lyon, President, Pomona College, California; Institutions Attended Predominantly by Negroes, by Hardy Liston, President, Johnson C. Smith University, North Carolina; Municipal Institutions, by Norman P. Auburn, President, University of Akron, Ohio; Independent Universities, by T. R. McConnell, President, University of Buffalo, New York; State-Supported Institutions, by J. D. Williams, Chancellor, University of Mississippi; Land-Grant Colleges, by G. D. Humphrey, President, University of Wyoming; Liberal Arts College, by Wilson M. Compton, President, Council for Financial Aid to Education; Alumni Giving, by James E. Armstrong, Executive Secretary, Notre Dame University Alumni Association, Indiana.

2465. **Gannon, Robert I.** Colleges in the Marketplace. *America*, 94: 392–393, Jan. 7, 1956. (*Author:* Former President, Fordham University.)

Discusses liberal arts colleges and the corporations which are increasingly making gifts to higher educational institutions. Reports ups and downs in relationships between the two groups. "The liberal arts can be directly subsidized, protected, and developed, so that in the future we see General Motors or Standard Oil or the International Ladies Garment Workers Union giving millions for the preservation of the liberal arts as a channel of tradition. We can attribute their motives, not to sentimentality, but to sound common sense."

2466. **Gardner, John W.** The State University and Non-Public Sources of Support. In National Association of State Universities, *Proceedings*, 1956, p. 32–37. (*Author:* President, Carnegie Corporation of New York.)

Shows that public institutions have always received some private support, and private institutions especially in their earlier years received public support. Reviews valid and invalid arguments in favor of and against both types of support. States for the Carnegie Corporation: "We shall not vary our policy of supporting creative individuals wherever they may be found. Nor shall we alter our policy of supporting pioneer projects wherever they appear."

2467. *Going Up: Voluntary Support of American Colleges and Universities, 1956–1957.* New York: Council for Financial Aid to Education, Inc., April 1958. 48 p.

Official report on a survey conducted jointly during 1957 by American Alumni Council, American College Public Relations Association, and the Council for Financial Aid to Education. Includes lengthy table listing over 900 colleges and universities and showing their income from corporations, religious denominations, alumni, welfare foundations, Government, and other sources. Makes comparisons with similar survey for 1954–55.

2468. **Harris, Seymour E.** *How Shall We Pay for Education? Approaches to the Economics of Education.* New York: Harper & Bros., 1948. x,214 p. (*Author:* Professor of Economics, Harvard University.)

Consists of 13 chapters, arranged in five parts, as follows: I. Inflation (1 chapter). II. Supply and Demand for Teachers and for Educated Men and Women (3 chapters); III. Where Is the Money Coming From? (5 chapters. Considers Federal and State aid, taxes, endowment). IV. Financial and Related Problems of Institutions of Higher Learning (2 chapters). V. Tuition and College Salaries (3 chapters).

2469. **Hasse, Edmund C.** Pressures Building for Aid to Colleges. *Nation's Bus.*, 45: 102–109, Oct. 1957.

Reviews pressures upon colleges to turn to the Federal Government for financial aid, pressures such as growing enrollments, need for increased plants, expanding services, and others. Uses University of Southern Illinois as an illustrative case study.

2470. **Hill, John W.** *and* **Ayars, Albert L.** More Money for Our Colleges—And Where Its Coming From. *Sat. Review*, 38: 7–10, 28–29, July 30, 1955. (*Authors:* (1) Chairman of the Board; (2) Educational Director; both of Hill & Knowlton, Inc.)

A comprehensive review of the status of corporate giving to private colleges and universities. Includes a two-page chart summarizing details of 10 typical corporate programs for financial aid. Shows that corporate giving increased from $6,000,000 in 1936 to over $70,000,000 in 1953, with indications of continual gain. Gives a 12-point guide for corporations planning to embark upon aid programs.

2471. How to Support Higher Education. *Mangt. Record*, 21: 162–165, 172–179, May 1959.

Panel discussion under chairmanship of Richard H. Anderson, Executive Director Corning Glass Works Foundation. Participants were John A. Pollard, Vice President, Council for Financial Aid to Education, and representatives of General Electric Company, Proctor and Gamble, General Foods Corporation, American Brake Shoe Company, and Parker Pen Company. Mr. Pollard states six basic principles for corporation aid to education. Mr. Anderson says: "Industry is aiding higher education at the rate of $130-$140 million annually. This area of corporate support now accounts for about a quarter of total company contributions. I know of several companies in which educational support runs as high as two-thirds of the company's contribution budget. Just a decade ago the average was about 10 percent and many budgets failed to include this item at all."

2472. **Hungate, Thad L.** *A New Basis of Support for Higher Education: A Study of Current Practices, Issues, and Needed Changes.* New York: Bureau of Publications, Teachers College, Columbia University, 1957. iv,65 p. (*Author:* Controller and Professor of Education, Teachers College, Columbia University.)

"This study is designed to measure broad aspects of support and effort, and to avoid detailed differentiation among individual institutions. The general goals are: (1) to ascertain State *levels of support;* (2) to compare State patterns of *sources of support;* (3) to measure State *effort* to provide higher education; (4) to assess the *adequacy of effort* of each State for the current support of the higher education of its youth; and (5) to aid in developing objective *bases for Federal support* to equalize opportunities for higher education among the States." Reviews by J. E. Corbally, *Educ. Research Bull.,* 36: 241, Oct. 1957; and by O. Tead, *Jour. Higher Educ.,* 28: 515, Dec. 1957.

2473. Industry and Colleges: Partners in Development. *Steel,* 139: 119–126, Nov. 12, 1956.

Reports on several educational programs sponsored by some of the Nation's largest industrial enterprises. Lists 12 factors most important to a donor, as shown by a summary of data from 81 business concerns. Conclusion: "Without adequate support from industry, colleges will go downhill at a time when industry's needs for the college product are on the increase. To protect an already heavy investment, and to meet tomorrow's certain needs, industry is lavishing attention on higher education, its outside training department."

2474. *Institutional Needs in Higher Education and Corporation Practices in Aid: Summary Results of Two Questionnaires and Surveys Conducted During 1954.* New York: Council for Financial Aid to Education, Inc., 1955. 22 p.

"This staff report summarizes the main results of two surveys conducted by the Council for Financial Aid to Education during 1954. Their purpose was to throw light on the question most frequently asked of Council staff members by interested corporation executives: What do the colleges need? and What are other companies doing? Based on questionnaire responses from 753 colleges and universities and from 367 large corporations.

2475. Josephs, Devereux C. The Corporations Debt to the Great Schools. *Fortune,* 59: 142–143, 152, April 1959. (*Author:* Chairman, New York Life Insurance Co.)

"To its regular contributions to higher education, the business community should add 'something extra' for the bellwether institutions." Names 17 institutions to which special contributions have been made through the efforts of an informal committee of 21 business men.

2476. Lord, Arthur S. Last Frontier: How Much Should Corporations Finance the Colleges? *Barron's,* 32: 5, Aug. 18, 1952. (*Author:* Associate Director of University Development, Yale University.)

States several reasons why corporations should contribute liberally to higher education. "Also, corporations should recognize that the people will not permit our private educational institutions to go under, even at the cost of Federal support, and that voluntary donations now are preferable to additional taxes later."

2477. Martorana, Sebastian V. *and* Morrison, D. G. Pattern of Organization and Fiscal Support in Public 2-Year Colleges (By Martorana only), *Higher Educ.,* 14: 151–157, May 1958. Financing Public 2-Year Colleges, According to Patterns of Organization and Region, *Higher Educ.,* 15: 62–66, Dec. 1958. Financing Public 2-Year Colleges Affiliated with 4-Year Colleges, Universities, and University Systems. *Higher Educ.,* 15: 122–127, March 1959. (*Authors:* With U.S. Office of Education.)

Three articles, all based on data secured for the academic year 1955–56 from 247 or 68 percent of the public 2-year colleges that were in operation at that time. Fourth article in the series, Fiscal Support Pattern of Wisconsin 2-Year Colleges, planned and announced, but plans changed so that the complete series of four articles, including the unpublished fourth one were consolidated in one booklet, entitled *Patterns of Organization and Support in Public 2-Year Colleges.*

2478. Marts, Arnaud C. A Growing Trend in Corporation Support for Private Philanthropy. *Assoc. Amer. Coll. Bull.,* 36: 230–234, May 1950. (*Author:* President, Marts & Lundy, Inc., New York.)

"There has been a growing trend in the past 10 years on the part of corporation management to make grants and gifts out of corporation income to support the educational, religious, character-building, health, and welfare agencies in America." Gives numerous examples. "At the present time corporations are giving to our voluntary agencies about one percent of their net before taxes, while at the same time individual income taxpayers are giving about 4 percent of their adjustable gross income. It will be a happy day for those agencies and for America when the growing trend in corporation support will catch up percentagewise with the generosity of private citizens in the nation."

2479. NEISWANGER, WILLIAM A. Tuition Policy and Benefits Received. *Educ. Record*, 40: 189–196, July 1959. (*Author:* Professor of Economics, University of Illinois.)

A careful comparison of two methods of financing higher education in 1869–70, at an added cost of several billion dollars, as proposed by Seymour E. Harris of Harvard University through increases in tuition (No. 2468) and by John A. Pollard of the Council for Financial Aid to Education through increased governmental support (No. 2699). Expresses regret that "the methods of estimation used and the conditions and policies implicitly assumed by Harris and the CFAE have not yet been published." Argues strongly against the concept implicit in the Harris proposal that a student should pay all or the major part of the cost of his college education by tuition (and debt if necessary), since greatest value of higher education is to the public welfare not to the individual student.

2480. OSTHEIMER, RICHARD H. *Student Charges and Financing Higher Education.* New York: Columbia University Press, 1953. xx,217. Published for the Commission on Financing Higher Education.

Doctoral dissertation (Ph. D.) at Columbia University. "The purpose of this book is to study what the consequences may be should colleges and universities seek to increase their revenues by raising student charges. The first question, of course, is whether higher charges would in fact yield higher revenues. Second, what would be the effect on society's goal of equality of educational opportunity. . . . A third and related concern is the possible effect on the quality of higher education." An extensive use of statistical analysis with numerous tables in attempting to answer these basic questions. Reviews by E. J. Mortola, *Coll. & Univ.*, 29: 452–455, April 1954; and by C. C. DeLong, *Jour. Higher Educ.*, 25: 110–111, Feb. 1954.

2481. PARTCH, CLARENCE ELMER. Is Your State Closing the Door to Higher Education? *Phi Delta Kappan*, 39: 61–64, Nov. 1957. (*Author:* Dean Emeritus, School of Education, Rutgers University, New Jersey.)

Presents data for judging whether a State is providing enough support to meet the State's responsibility for higher education. Gives regional emphasis to a problem frequently dealt with only from a national standpoint.

2482. POLLARD, JOHN A. Corporation Support of Higher Education. *Harvard Bus. Review*, 30: 111–126, Sept.–Oct. 1952. (*Author:* Consultant on Educational Public Relations and Fund Raising, New York.)

Analyzes current trends in corporate giving, with numerous examples of types and amounts. Suggests that corporation philanthropy may be expected to amount to 3 percent of total taxable income, of which one-quarter might well be for education. Quotes numerous college presidents.

2483. RAPPORT, VICTOR A. Education and Money. *Sch. & Soc.*, 87: 213–214, May 9, 1959. (*Author:* Dean, Wayne University, Michigan.)

"A new factor should be added to the qualifications for accreditation of colleges and universities—the amount of money which the institution *refuses*, annually, to accept. . . . As one views the colleges and universities across the land, one becomes convinced that only too often specialized grants do lead to disruption of sound academic programs."

2484. *Reference Book: Corporate Aid to American Higher Education.* New York: Council for Financial Aid to Education, Inc., 1955. Various paging.

"In the months since the Council for Financial Aid to Education began its operations, it has undertaken to provide objective factual information on corporate aid to higher education. Among questions frequently asked have been: What are the real needs of the colleges and universities? Are their own alumni, trustees, and constituents helping? Are the colleges making good use of the funds they have? What are the most useful forms of financial aid? What are other corporations doing? How should we go about selecting institutions for support? This book contains a digest of information on these and similar questions. Sources are shown from which additional more specialized information may be obtained."

2485. RICHARDS, JOHN R. When Corporations Give to Higher Education. *Coll. & Univ. Bus.*, 16: 19–21, Feb. 1954.

(*Author:* Vice-Chancellor, Oregon State System of Education.)

Discusses need for an orderly, logical set of procedures that may be followed.

2486. Stewart, Ernest T., Jr. The Myth of the Philanthropic Dollar. *Educ. Record,* 39: 327–331, Oct. 1958. (*Author:* Executive Director, American Alumni Council.)

"Educational fund-raising, now at the half-billion mark annually, must become a billion-dollar enterprise. Can it be done? Many observers are doubtful. I happen to be in the ranks of those who believe that we *can* double the ante." States various reasons for his belief.

2487. Ward, John W. Private Business and Private Education. *West. Hum. Review,* 12: 209–216, Summer 1958.

Questions wisdom of large contributions from corporations to independent colleges and universities. Wonders whether strings may be attached to them even though they may not be visible.

2488. Weeks, Ila Delbert. Principles Governing Legislative Requests for Educational Institutions. *Sch. & Soc.,* 77: 193–194, March 28, 1953. (*Author:* President, University of South Dakota.)

States and discusses three principles: "It is imperative that the chief executive of a state-supported institution accept the principle that the college over which he presides is of, for, and by the people and that it is their wishes which must determine the amount and nature of support that the institution will receive. . . . In the second place, an administrator should be honest in presenting the needs of his institution. . . . The third principle governing a college administrator's relations with the law-making body is that he should not lobby for his appropriations."

2489. *Where's the Money Coming From?* New York: Council for Financial Aid to Education, Inc., 1959.

Shows that the $9 billion a year needed by American colleges and universities by 1970 can be obtained without greatly increasing tuition charges.

2490. Wilson, Logan. How Can State Universities Get Increased Appropriations for Increased Enrollments? In National Association of State Universities, *Proceedings,* 1955, p. 68–74. (*Author:* President, University of Texas.)

"I believe that our task is fundamentally one of extracurriculum education on a wide scale. If the American people can be brought to realize what is really at stake, then I think we need have no fears about getting the necessary financial support for the important job ahead."

See also Nos. 12, 53, 186, 189, 205, 208, 221, 228, 242, 249, 256, 267, 278, 285, 294, 366, 436, 437, 438, 463, 492, 546, 638, 640, 643, 644, 650, 653, 658, 661, 663, 674, 675, 676, 758, 798, 1474, 1479, 1488, 1492, 1502, 1503, 1511, 1973, 1984, 2399, 2409, 2410, 2411, 2412, 2415, 2417, 2418, 2419, 2423, 2426, 2431, 2433, 2435, 2436, 2442, 2560, 2567, 2583, 2619, 2654, 2682, 2686, 2687, 2688, 2694, 2696, 2697, 2707, 2708.

4. EXPENDITURES

Includes education, auxiliary, and capital expenditures. For expenditures for salaries, see Nos. 1441–1571 and entry "Salaries" in Index.

2491. Badger, Henry G. Expenditures of Junior Colleges. *Higher Educ.,* 10: 11–12, Sept. 1953. (*Author:* With U.S. Office of Education.)

Reports total expenditures by 501 junior colleges in 1949–50 for different categories including capital outlay. Makes comparisons with earlier studies of 1949–50, 1939–40, and 1929–30.

2492. Heald, Henry T. The Program of the Ford Foundation. In Southern University Conference, *Proceedings,* 1957, p. 37–43. (*Author:* President, Ford Foundation.)

A comprehensive statement of all major aspects of the Ford Foundation, with amounts of appropriations for each, but with greatest emphasis on gift for improvement of college faculty salaries.

2493. Heilman, E. Bruce. A Warning About Refund Policies in Small Colleges. *Coll. & Univ. Bus.,* 16: 23–25, May 1954. (*Author:* Business Manager, Kentucky Wesleyan College.)

Reports refund policies on students withdrawing from college for 47 colleges throughout the country. States five elements of the policy adopted at Kentucky Wesleyan College.

2494. Probst, Robert L. Catholic Colleges and the Ford Foundation Grant. *Nat. Cath. Educ. Assoc. Bull.*, 54: 161–163, Aug. 1957. (*Author:* Associate Professor of Chemistry, College of St. Thomas, Minnesota.)

Reports answers to four questions by 37 Catholic institutions: What was done with the principal of the Grant? How was the income from the Grant used? What problems arose from the use of the Grant? What beneficial effects did the Grant have?

See also Nos. 12, 189, 218, 228, 242, 249, 253, 254, 278, 436, 437, 659, 723, 887, 1053, 1404, 1453, 1511, 1567. 2052, 2356, 2399, 2409, 2422, 2423, 2426, 2427, 2431, 2436, 2632.

5. AUXILIARY ENTERPRISES

Includes residence halls, food services, bookstores, college unions, and transportation.

2495. Bryant, David L. *Management of Retail Services in California State Colleges.* Los Angeles: University of Southern California, 1951. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1951, p. 277–280.

Unpublished doctoral dissertation (Ed. D.). Analyzes the various policies in organization and administration, financial structure and operation, and legal status and liabilities of bookstores and food service operations in 10 California state colleges. Based on personal interviews with the responsible officers at each of the institutions.

2496. Collier, Kenneth Milburn. *Analysis of the Financial Status of Men's and Women's Residence Halls of Selected State Teachers Colleges.* Bloomington: Indiana University, 1953. 227 p. Abstract in *Diss. Abstracts*, 14: 1329–1330, Sept. 1954.

Unpublished doctoral dissertation (Ed. D.). Based on personal visits to nine institutions in nine midwestern States. Conclusion: "It would seem advantageous for colleges to give more thought to the cost per program unit, rather than to the initial capital outlay and the yearly cost of maintenance and operation. Cost accounting is becoming a necessity for every college administering finances of residence halls for their students."

2497. Green, Calvin C., Jr. Transportation Picture at 40 Colleges. *Coll. & Univ. Bus.*, 20: 46–47, Jan. 1956. (*Author:* Director, Plant and Grounds Division, University of Florida.)

Based on questionnaire responses from 40 institutions "comparable to the University of Florida in scope and operation . . . operating fleets ranging in size from 5 to 306 vehicles."

2498. Justice, William Joseph. *Administration of Student Body Finances in the Public Junior Colleges of California.* Stanford, Calif.: Stanford University, 1955. 244 p. Abstract in *Diss. Abstracts*, 15: 1767, Oct. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on study of practice in 58 institutions. Major problems found: (1) Financial management, accounting, and budgetry procedures; (2) lack of revenue, (3) inexperience of students, advisers, and teachers, (4) division of responsibility between the student body and the district with reference to expenditure of funds.

2499. McAlexander, Wellington Grier. *An Evaluation of Pupil Transportation in Eighteen Public Junior Colleges.* Houston, Texas: University of Houston, 1957. 239 p. Abstract in *Diss. Abstracts*, 18: 906, March 1958.

Unpublished doctoral dissertation (Ed. D.). Based on evaluation of 18 of the 31 public junior colleges in Texas which transport students to the campus. Uses the Isenberg Scale for rating in four areas—safety, efficiency, adequacy, and economy.

2500. Simay, Albert A. *Management of Retail Services in California Junior Colleges.* Los Angeles: University of Southern California, 1952. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1952, p. 276–279.

Unpublished doctoral dissertation (Ed. D.). Studies the administration of bookstores and food services in 33 institutions. Based on checklist of 135 items used in personal interviews with operating officials at each of the colleges.

2501. Swartzbaugh, William Lamson. *A Study of College Unions, With Particular Reference to the Ohio Union, the Ohio State University.* Columbus:

Ohio State University, 1957. 226 p. Abstract in *Diss. Abstracts*, 17: 2199, Oct. 1957.

Unpublished doctoral dissertation (Ph. D.). Traces history of College Unions from their origin in England, and especially that of the Ohio State University Union. Chiefly concerned with the financial administration and educational responsibility of college unions in general and of the Ohio Union in particular.

See also Nos. 189, 228, 254, 278, 436, 437, 824, 1684, 1918, 1925, 2399, 2422, 2426, 2541.

6. ENDOWMENT AND INVESTMENTS

2502. Ball, Ralph K. Variable Gift Annuities. *Lib. Educ.*, 45: 296–301, May 1959. (*Author:* Attorney; formerly Counsel, Northwestern University, Illinois.)

"There is no apparent reason why any institution that is now accepting capital gifts subject to fixed dollar annuity payments to the donor or to others, cannot accept similar gifts under an arrangement which will provide for payment to the annuitants of an amount that may vary with changes in the investments of the institution, the income thereof, or the cost-of-living indices."

2503. Banks, Gerard. Investment Pattern for a Small College. *Coll. & Univ. Bus.*, 10: 23–25, Jan. 1951. (*Author:* Bursar, College of Puget Sound, Washington.)

Statement of methods and principles used by College of Puget Sound in keeping an endowment of $1,500,000 satisfactorily invested.

2504. Betts, Edgar H. The Management of Endowment Funds. *Coll. & Univ. Bus.*, 9: 26–28, Oct. 1950. (*Author:* Vice Chairman, Board of Trustees, Russell Sage College, New York.)

Gives a checklist for trustees of endowment funds, showing best practice and other common practices.

2505. Bokelman, W. Robert; Cain, J. Harvey; *and* Hollis, Ernest V. *College and University Endowment Investments: A Survey as of June 30, 1958.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 579.) vi,48 p. Summary by J. H. Cain, "What Is Happening to College Endowment Funds?" in *Higher Educ.*, 15: 103–106, Feb. 1959. Also summary by W. R. Bokelman in *Pride*, 3: 11–12, April 1959. (*Authors:* With U.S. Office of Education. "Mr. Cain is nationally recognized for leadership in the business and financial administration of higher education, and more specifically as a student of college and university investment problems."—Foreword.)

Based on data furnished "by a selected group of 200 institutions that have 85 percent of the endowment of the Nation's 1,957 colleges and universities." Includes also "a discussion of general investment policy and investment administration," including discussion of practices of life insurance companies and other non-educational investing agencies. Market value of endowment funds of these institutions was $4.8 billion; book value, $3.8 billion. Based on market value, 52 percent of the total endowment was invested in stocks, 34 percent in bonds, 8 percent in real estate and mortgages. Endowment fund income has declined from providing 14 percent of total educational and general income in 1930 to 5 percent in 1956. Appendix gives names of all cooperating institutions, market value of their endowment, and average value per student. Five institutions with largest endowments: Harvard University, $535,102,249; University of Texas, $283,642,586; Yale University, $250,237,447; University of Chicago, $185,848,744; Columbia University, $164,922,251. Seven others with over $100,000,000 each. Five institutions with largest market value per student: Academy of the New Church, Pennsylvania, $191,730; California Institute of Technology, $94,080; Chicago Theological Seminary, $82,680; Union Theological Seminary, New York, $65,220; Harvard University, $62,930. Four others with over $50[illegible]00 each. Bibliography, 40 titles. "These references represent a limited list of books, bulletins, and articles dealing specifically with college endowments and investments and related problems."

2506. Cain, J. Harvey. College Investment Funds and How They Grow. *Coll. & Univ. Bus.*, 13: 25–28, July 1952. (*Author:* Chief Accountant, Board of Higher Education, New York City.)

A study based on 29 colleges and universities whose names are given.

2507. ——— Long Term Investing. *Coll. & Univ. Bus.*, 23: 22–23, Aug. 1957.

(*Author:* Consultant on College Finance, Washington, D.C.)

Reports how 25 colleges and universities, whose names are given, have invested their permanent funds, naming the 100 stocks held by 10 or more of the institutions each.

2508. Camp, William E. Have You Considered Compiling an Endowment Digest? *Coll. & Univ. Bus.*, 17: 45, Sept. 1954. (*Author:* Treasurer, Wells College, New York.)

"Endowments are so important as a source of income for institutions, and the responsibility for their proper administration is so great, that this phase of financing deserves diligent care in the assembling and use of material."

2509. Johns, Ralph S. Some Observations on Accounting for College and University Endowment Funds. In *How to Improve Accounting and Tax Services to American Business (Papers Presented at 63rd Annual Meeting)*. New York: American Institute of Accountants, 1950. p. 157–163. (*Author:* Partner, Haskins & Sells, New York.)

Discusses Income from Investments, Provision for Depreciation, Amortization of Premiums, Stock Dividends, Investment of Endowment Funds, and other related subjects. Bibliography on accounting for educational institutions, 18 titles.

2510. Kirkpatrick, John I. Endowment: How Much Did Your College Earn Last Year? *Coll. & Univ. Bus.*, 9: 19–21, July 1950. (*Author:* Treasurer, Lehigh University, Pennsylvania.)

Discusses five important factors in making valid comparisons of investment returns for different colleges.

2511. Phillips, Charles F. College Investments in the Real Estate Business. *Assoc. Amer. Coll. Bull.*, 36: 227–229, May 1950. (*Author:* President, Bates College, Maine.)

"The purpose of this brief note is to raise a voice in opposition to the present trend for colleges to enter the real estate business." Gives various examples, including one of an institution which bought $16 million of real estate in seven widely separated cities with total endowment of less than $7 million, borrowing several million dollars to finance the transactions. "It was not a case of investing endowment; it was a case of going into the real estate business."

See also Nos. 1, 228, 258, 278, 735, 2396, 2399, 2412, 2422, 2426, 2434.

7. STAFF WELFARE AND BENEFITS

Includes retirement, hospitalization, insurance, leave, housing especially for non-academic staff. For these benefits for faculty members, see Nos. 1278–1440 and 1441–1571.

2512. Albright, Wilbur Donald. *A Study of Personnel Practices for College and University Office and Clerical Workers.* Champaign, Ill.: College and University Personnel Association, 1954, vi,131 p. (*Author:* Admissions Officer, Sacramento State College, California.)

Doctoral dissertation (Ed. D.), Columbia University, 1953. A study of methods and conditions in 10 selected institutions of higher education and two non-educational institutions. Special attention given to four factors—recruitment, selection, orientation, and training.

2513. Croteau, John T. Federal Credit Unions in Colleges and Universities. *Higher Educ.*, 11: 29–31, Nov. 1954. (*Author:* Associate Professor of Economics, University of Notre Dame, Indiana.)

Gives a variety of data concerning Federal Credit Unions organized in 54 colleges and universities in 29 States.

2514. Dickason, Donald E. Points to Consider in Starting a Pension Plan. *Coll. & Univ. Bus.*, 10: 19–22, Jan. 1951. (*Author:* Director, Non-Academic Personnel, University of Illinois.)

"The discussion that follows . . . is intended to set up the basic questions that must be answered by any institution about to offer for the first time a retirement plan to its employees or by the institution that wishes to improve a present inadequate system. . . . There is no basic difference in the needs of the retiring janitor and the retiring full professor."

2515. ——— *An Outline of Non-Academic Personnel Administration in Higher Education.* Champaign, Ill.: The

Author, 1952. 52 p. (*Author:* See No. 2514.)

"There are nine administrative practices which can contribute to a successful employer-employee relationship on the campus. They may be listed as: selection, compensation, consideration, participation, information, education, supervision, negotiation, and organization." Considers each of these in some detail.

2516. ——— What Are Fringe Benefits Costing You? *Coll. & Univ. Bus.*, 13: 28–29, July 1952. (*Author:* See No. 2514.)

"The 15-minute coffee break in the morning and afternoon amounts to 119 hours of 'lost time' [and] . . . is costing colleges and universities thousands of dollars each year." For comment by an employee, "The Coffee Break Increases Efficiency and Morale," see *Coll. & Univ. Bus.*, 13: 25, Aug. 1952.

2517. KRETSCHMER, VERNON. Faculty Housing Facilities. *Coll. & Univ. Bus.*, 22: 36–38, May 1957. (*Author:* Director of Residence Halls, University of Illinois.)

Based on questionnaire responses from 12 large midwestern universities. All believe that they have no obligation to provide housing facilities for permanent members of the faculty and staff, but most of them recognize need to provide temporary facilities for new members of faculty and staff and for visiting professors or others on temporary appointments. Reports various plans in use, with costs and rental rates.

2518. KROENING, HENRY FORD. *Nonacademic Employee Unionism at the University of Wisconsin.* Madison: University of Wisconsin, 1952. Abstract in the University of Wisconsin, *Summaries of Doctoral Dissertations*, vol. 13, 1951–52, p. 331–333.

Unpublished doctoral dissertation (Ph. D.). "This study, covering the period from 1930 to 1951, was undertaken to determine why University of Wisconsin nonacademic employees sought unionism, the union's accomplishments, and the impact of the union's activities upon university administration."

See also Nos. 228, 253, 278, 1445, 2399, 2426, 2430.

8. PHYSICAL PLANT

Includes planning, operation, and protection.

2519. BARNES, RONALD EMON. *Residence Hall Housing in Selected Colleges and Universities in the United States.* Boulder: University of Colorado, 1958. 278 p. Abstract in *Diss. Abstracts*, 19: 2817–2818, May 1959.

Unpublished doctoral dissertation (Ed. D.). "This study was planned and initiated to gain information about current thinking and practices of housing officers in four areas of residential housing, i.e., planning and construction, financing, counseling, and management." Based in part on questionnaire responses from housing officers in 35 institutions.

2520. BENNETT, RICHARD M. Style, Not Styles, for College and University Buildings. *Coll. & Univ. Bus.*, 8: 29–32, May 1950. (*Author:* Architect, Chicago, Ill.)

"Style is not an objective but is a result of architectural design. The problem is one of achieving a good modern buildng." Illustrated by photographs of recent buildings at Massachusetts Institute of Technology and Florida Southern College.

2521. BOKELMAN, W. ROBERT *and* RORK, JOHN B. *College and University Facilities Survey, Part I. Cost and Financing of College and University Buildings.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 540). 53 p. (*Authors:* With U.S. Office of Education.)

"This is a report on what the people of the United States invested in higher education buildings during the 5-year period from 1951–1955. It is the first of five related reports now planned for publication by the U.S. Office of Education on the adequacy of college and university plants, and on the replacements and expansions needed each year to 1970 to provide essential facilities for a rapidly expanding enrollment. These reports . . . are based on the first nationwide building-by-building survey of higher educational facilities ever to be made in this country." Covers expenditures for buildings completed (totaling about $1.8 billion), sources of building funds, and types of security. Based on questionnaire responses from 1,382 institutions.

2522. ——— College and University Plant Development to 1970: Academic and General Facilities. In Eastern Association of College and University Business Officers, *Proceedings*, 1956, p. 40–51. (*Author:* See No. 2521.)

Presents and discusses many facts from *College and University Facilities Survey* (No. 2521) applying them especially to colleges in the territory of the Eastern Association.

2523. ——— What Are the Plant Needs in Higher Education? In Southern Association of College and University Business Officers, *Proceedings*, 1956, p. 64–77. (*Author:* See No. 2521.)

Reports estimates by various agencies of needed expenditures for additions to college plants, until 1970, nationally, and for particular institutions. Gives tables of detailed estimates from 1956 to 1965 separately for instructional and residential buildings, totaling more than $11 billion.

2524. Burstein, Harvey. On-Campus Parking Means Registration, Fees, and Some Type of Control. *Coll. & Univ. Bus.*, 27: 39–41, July 1959. (*Author:* Security Officer, Massachusetts Institute of Technology.)

Shows that no campus parking plan can be effective without complete support of the administration and cooperation of the entire academic community. Considers various practical details.

2525. Butler, John H. Formula for Faculty Offices. *Coll. & Univ. Bus.*, 25: 25–27, Sept. 1958. (*Author:* Executive Dean, San Francisco State College, California.)

States and discusses a formula which will result in classroom buildings in which there will never be any appreciable shortage or surplus of faculty office space.

2526. Cowen, Philip A. *Needs and Facilities in Higher Education in New York State.* Albany: State Education Department, 1957. 124 p. (*Author:* Director, Division of Research in Higher Education, New York State Education Department.)

Discusses probable needs for extension of facilities, especially for 2-year technical programs, for 4-year programs, and for engineering programs.

2527. Craig, Robert E. *Administering the Use of Instructional Space in Texas State-Supported Colleges and Universities.* Denton: North Texas State College, 1957. 156 p. Abstract in *Diss. Abstracts*, 17: 2894, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Reports development of 10-point rating scale and application of it in 15 Texas institutions to determine and evaluate their administration of instructional space.

2528. Davenport, Lawrence Conrad. *An Analysis of Certain Problems in the Operation and Maintenance of College and University Buildings as a Guide to the Planning of Future Buildings.* Fayetteville: University of Arkansas, 1955. 195 p. Abstract in *Diss. Abstracts*, 15: 1340, Aug. 1955.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaires sent to 225 college and university physical plant administrators. Classifies 73 items according to difficulty of administration as judged by respondents.

2529. Decker, George C. *and* Rork, John B. The College Housing Situation, December 1954. *Higher Educ.*, 11: 64–66, Jan. 1955. (*Authors:* With U.S. Office of Education.)

"In general it may be stated that student and faculty housing is inadequate to meet present needs." Lists six sources available for financing new college housing.

2530. Diamond, Arnold H. The College Housing Program: Its History and Operation. *Educ. Record*, 38: 204–219, July 1957. (*Author:* College Housing Program Economist, U.S. Housing and Home Finance Agency, Washington, D.C.)

Reviews developments since 1934 with special emphasis on results of Housing Act of 1950 (Public Law 475, 81st Congress). Gives analysis of applications received and loans made, reporting separately for public and private institutions.

2531. ——— An Economic and Financial Appraisal of the College Housing Program. *Coll. & Univ. Bus.*, 24: 38–41, March 1958; 24: 49–54, April 1958. (*Author:* See No. 2530.)

Detailed analysis, with 13 tables, of the college housing program as administered by U.S. Office of Education and Community Facilities Administration, covering loans to 295 institutions.

2532. Doi, James I. Planning for Faculty Office Space. *Higher Educ.*, 14: 96–99, Feb. 1958. (*Author:* Director of Institutional Research, University of Colorado.)

Discusses desirable size and characteristics of office space for faculty members, averaging

120 square feet each in eight institutions studied in detail.

2533. *Fire Safety for College Residence Buildings.* Washington: National Education Association, 1952. 33 p. Compiled by National Association of Deans of Women and the National Commission on Safety Education of the National Education Association.

"A fire-proof environment in any college or university residence building can result only from a real cooperation of many groups: administration, faculty, physical plant personnel, student personnel officials, and students themselves. This bulletin is not intended to minimize the importance of any of these groups in bringing about a fire-safe environment. It is, however, addressed to student personnel officials, and limited in scope to those things which they can do toward promoting and carrying out a fire-safe program."

2534. Foster, Emery. Married Students and Faculty Housing. In Southern Association of College and University Business Officers, *Proceedings*, 1955, p. 69–73. (*Author:* Manager of Dormitories and Food Services, Michigan State University.)

Gives details of extensive program at Michigan State University of apartment house building, principally for married students but also for "the increased number of faculty families."

2535. Johnston, Marjorie C. *and* Seerley, Catherine C. *Foreign Language Laboratories in Schools and Colleges.* Washington: Government Printing Office, 1958. (U.S. Office of Education Bulletin 1958, No. 3.) vi,86 p. (*Authors:* With U.S. Office of Education.)

Gives data on laboratories in 240 higher educational institutions in 41 States in 1957–58. Includes chapters on purposes, organization, equipment, costs, techniques, and evaluation. Bibliography, 20 titles.

2536. Jones, Donald A. *Physical Facilities Analysis for Colleges and Universities: A Handbook of Techniques.* Oswego, N.Y.: American Association of Colleges for Teacher Education, 1958. 211 p. (*Author:* Educational Coordinator of Planning, Indiana University.)

"This Handbook is designed (1) to give to college or university administrators methods, techniques, and instruments for collecting, processing, and reporting data concerning the physical facilities of their institutions, and (2) to permit them to compare this information with information from institutions of like size and type or from institutions having similar programs." Three sections give instructions and methods for the building inventory, the room inventory (both residential and non-residential), and classroom-laboratory utilization study. Appendix gives two pilot studies for Glenville State College, W. Va., and Mississippi Southern College. Bibliography, 20 annotated titles.

2537. Klager, Benjamin. How to Select an Architect. *Coll. & Univ. Bus.*, 24: 29–31, Jan. 1958. (*Author:* Controller, Eastern Michigan College.)

Based on experience with 20 architectural and engineering firms over a 30-year period. Gives a 2-page detailed questionnaire of 30 items for use in selecting an architect.

2538. Lippincott, Lincoln H. Accident Prevention in a University. In Eastern Association of College and University Business Officers, *Proceedings, 1954*, p. 86–97. (*Author:* Director of Accident Prevention, Yale University.)

"Accident prevention in a university is an opportunity, it is a challenge, it is something that needs a great deal of attention." Illustrates by numerous incidents of the program at Yale University which has resulted in reduction of 55 percent in number of accidents in one year.

2539. Loft, Bernard I. A Campus-Wide Safety Program. In Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 105–119. (*Author:* Director of Safety Training, University of Florida.)

Discusses numerous factors and methods in a campus-wide safety campaign. Gives regulations for use of automobiles on campus of University of Florida and detailed safety-inspection checklist of 72 items for a campus-wide program, and one of 22 items for dormitory conditions.

2540. Long, John D. *and* Black, J. B., Jr. *Needed Expansion of Facilities for Higher Education, 1958–70: How Much Will It Cost?* Washington: American Council on Education, 1958. ix,43 p. (*Authors:* (1) Associate Professor; (2) Teaching Associate; both of School of Business, Indiana University.)

"This report presents two basic estimates of the amount of funds needed by colleges and universities in the United States to develop a physical plant (buildings and service equipment) of minimum adequacy to accommodate all the qualified students who will seek admission in 1970. . . . In each case the range is almost astronomical in absolute terms but is reasonably small in relative terms." Estimates student enrollment in 1970 between 5,044,000 and 5,878,000; need for *new* housing, between $11,000,000,000 and $15,000,000,000. Bibliography, 68 titles, including 42 State surveys and other studies of higher education in individual states. "All of the publications of individuals and groups cited in the Bibliography were used in one way or another in the preparation of this report."

2541. ——— *and* Weimer, Arthur M. *Financing of College and University Student Permanent Housing.* Washington: American Council on Education, 1957. xxii,456 p. Also *Summary* of same, xii, 47 p. (*Authors:* (1) Associate Professor; (2) Dean; both of School of Business, Indiana University.)

A research report prepared at request of the Council's Committee on Relationships of Higher Education to the Federal Government. Based on extensive questionnaire (28 pages, reproduced in appendix) responses from 733 institutions and various other sources. Covers specific information from 1920 to 1956 and projections to 1969. Includes discussion of debt financing, demand for loans, cost of private borrowing, interest costs, legal restrictions, and other topics. "No attempt was made to present recommendations for future action. The purpose was simply to make available objective information which may serve as a basis for policy decisions in the future." Many tables and graphs. Bibliography, 116 titles.

2542. McCown, Henry Y. Space Utilization. In Central Association of College and University Business Officers, *Proceedings*, 1954, p. 37–47. (*Author:* Registrar and Dean of Admissions, University of Texas.)

Describes methods used at University of Texas to determine number of hours that classroom or laboratory is used, and use made of the individual seats in a classroom by students. Refers to "only four studies available" at time the Texas study was made. Shows need for over 600,000 square feet of additional space, costing $15,000,000, by 1961—"and the biggest increases in enrollment will not come until about 1964."

2543. McReady W. Stewart. Insurance Is a Safeguard for College Finances. *Coll. & Univ. Bus.*, 8: 17–19, Feb. 1950. (*Author:* Business Manager, Geneva College, Pennsylvania.)

Discusses fire, rent, liability, automobile, and other insurance needs of a college.

2544. Masiko, Peter, Jr. Here's a College That Approaches Complete Use of Classroom Space. *Coll. & Univ. Bus.*, 20: 23–24, May 1956. (*Author:* Dean, Crane and Wright Junior Colleges, Chicago, Ill.)

"The purpose of this article is to indicate how it is possible to approach 100 percent utilization of lecture rooms and regular classrooms in any college operating on a five-day schedule. This has been accomplished at Wright Junior College regularly for many semesters."

2545. Malter, Morton S. Audio-Visual Teaching Facilities on College and University Campuses. In *American School and University*, Volume 27, 1955–56, p. 355–360. (*Author:* Associate Professor of Education, Oregon State System of Higher Education, Portland, Ore.)

Discusses museums on 70 campuses, teaching aids centers, off-campus services, on-campus services, radio, tape-recording centers, television, and additional campus facilities.

2546. Master Planning for the Future. In Association of Governing Boards of State Universities and Allied Institutions *Proceedings*, 1957, p. 53–64.

A panel discussion by John W. Bartram, Assistant to President, University of Colorado; George F. Trautwein, Consulting Architect, Philadelphia; and Waldo E. Brockway, Director of Plant Development, University of Colorado.

2547. Middlebrook, William T. *How to Estimate the Building Needs of a College or University: A Demonstration of Methods Developed at the University of Minnesota.* Minneapolis: University of Minnesota Press, 1958. 169 p. (*Author:* Vice President, University of Minnesota.)

A detailed study of methods of projecting space needs, and needs for buildings, lands, housing, and food services. Appendix gives inventory of buildings and building uses on each of the numerous campuses of the University. Review by C. O. Westby, *Jour. Higher Educ.*, 30: 176–177, March 1959.

2548. Miller, James M. A Large University Finds That Pooling of Cars Pays

Off. *Coll. & Univ. Bus.*, 10: 26–28, Jan. 1951. (*Author:* Assistant Business Manager, University of California.)

"Pooling of university vehicles is probably advantageous when total usage exceeds 50,000 miles a month. Overhead should not exceed 1¼ cents per mile."

2549. Morrison, D. Grant. Planning Community Junior College Buildings. *Higher Educ.*, 14: 57–59, Dec. 1957. (*Author:* With U.S. Office of Education.)

"How should community junior colleges be planned? Should they be modelled on high school facilities? Should they copy the plans of liberal arts colleges, or should they be unique in design?" Discusses "five logical steps to planning a junior college plant."

2550. *Nearing the Breakthrough.* New York: Council for Financial Aid to Education, Inc., 1959. 12 p.

Report of a survey of plant needs among 885 leading colleges and universities in the decade 1957–1967. Shows that they will need at least $11.5 billion by 1967 in new money for plant and equipment expansion. Cost per student of plant investment amounted to $2,974 in 1955–56 and will reach $3,834 in 1967 if the total needed is realized. Fifty-three percent of the total will be needed by public 4-year institutions, 37 percent by private 4-year institutions; and 10 percent by junior colleges, both public and private.

2551. O'Connor, Robert B. Trends in College Architecture. *Coll. & Univ. Bus.*, 22: 40–44, May 1957. (*Author:* With O'Connor & Kilham, Architects, New York City.)

Shows that our new-found interest in longer-range planning and visual delight must not be swept aside in the sheer necessity of additional space. Gives six illustrations of college buildings.

2552. Raper, William Elmer. *A Study of Physical Plants and Their Utilization in Tennessee State-Supported Institutions of Higher Education.* Knoxville: University of Tennessee, 1957. 188 p. Abstract in *Diss. Abstracts*, 17: 2900, Dec. 1957.

Unpublished doctoral dissertation (Ed. D.). Based on data from nine institutions in the State. Presents 12 conclusions from the study.

2553. *The Residence Hall for Students: A Handbook of Information for Those Interested in Its Organization, Administration, and Educational Program.* Washington: National Association of Women Deans and Counselors, 1957. vii,40 p.

Prepared by an association committee, Kate Hevener Mueller, Indiana University, chairman. Contains four chapters: The Sociology of Residence Halls, The Educational Program of the Residence Hall, Staffing Modern Halls for Women, The Multiple Relationships of Residence Halls.

2554. Riker, Harold C. *Planning Functional Student Housing.* New York: Bureau of Publications, Teachers College, Columbia University, 1956. xii,240 p. (Teachers College Studies in Education). Extensive summary in Southern Association of College and University Business Officers, *Proceedings*, 1955, p. 51–68.

Doctoral dissertation (Ed. D.), at Columbia University. Based upon information from U.S. Office of Education and U.S. Housing and Home Finance Agency, questionnaires, interviews, and inspection trips covering 1,025 institutions of higher education, 1951 to 1954. Bibliography, 77 titles. Review by P. D. Morrill, *Jour. Higher Educ.*, 28: 464–465, Nov. 1957.

2555. Russell, John Dale *and* Doi, James I. *Manual for Space Utilization in Colleges and Universities.* Athens, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1957. xiv,130 p. (*Authors:* (1) Executive Secretary; (2) Research Associate; both of Board of Educational Finance, New Mexico.)

Designed to assist administrators in making studies of space utilization. Describes functions, limitations, and current status of studies of space utilization. Gives forms, procedures, and norms. For comprehensive discussion of plans for the volume and summary of some of its methods, see article by same authors in *Coll. & Univ.*, 32: 481–493, Summer 1957. Reviews by A. Thomas, Jr., *Coll. & Univ.*, 33: 358–359, Spring, 1958; and by A. C. Tjomsland, *Jour. Higher Educ.*, 30: 292, May 1959.

2556. Stotz, Charles M. Student Union, Wells College. *Coll. & Univ. Bus.*, 26: 34–38, June 1959. (*Author:* Architect, Pittsburgh, Pa.)

Describes new student union building at Wells College. Includes six photographs and two floor plans.

2557. STROZIER, ROBERT M. *and* LITZENBERG, KARL. *Housing of Students.* Washington: American Council on Education, 1950. v,68 p.

States issues which must be dealt with in housing students as part of educational program of higher institutions. Principal topics: The Place of Housing in Higher Education, The College Residence Hall, Special Problems of Student Housing.

2558. TAYLOR, ROGER. Space Utilization. In Eastern Association of College and University Business Officers, *Proceedings,* 1958, p. 134-140. (*Author:* Vice President, Space Utilization Analysis, Inc., New York City.)

"It has been demonstrated that intensive analysis of the use of existing facilities and the proper programming of that use can materially reduce the need for new construction. Such an approach can result in reduction of as much as 20 to 30 percent or, in some cases, more, of the space initially thought necessary." Gives numerous examples.

2559. VAN ZWOLL, JAMES A. Policy and College Housing. *Higher Educ.,* 13: 134–137, March 1957. (*Author:* Professor of Education, University of Maryland.)

"The magnitude of the student-housing problem . . . is such that careful and yet bold, imaginative, and comprehensive planning is the order of the day from now until at least 1970." Discusses various aspects of such policy. Based in part on questionnaire responses from 51 land-grant colleges.

2560. WELLS, HERMAN B. Financing Capital Plant Needs in the Next Decade. In National Association of State Universities, *Proceedings,* 1955, p. 75–79. (*Author:* President, Indiana University.)

"With the help of our space analyst we have prepared a master plan to meet our capital needs for the next 20 years, and have developed a specific program for financing each projected structure during this period." Describes details of 10-year plan for four State institutions, and degree of success in meeting it through legislative appropriations.

See also Nos. 154, 185, 189, 190, 195, 207, 218, 219, 225, 228, 232, 235, 240, 243, 267, 272, 273, 275, 278, 282, 288, 294, 299, 324, 357, 436, 437, 450, 512, 548, 590, 592, 640, 641, 645, 648, 654, 657, 665, 669, 670, 718, 720, 723, 744, 955, 991, 992, 1006, 1086, 1474, 1684, 1858, 2399, 2402, 2407, 2418, 2419, 2422, 2426, 2496, 2564.

9. COST AND USE ANALYSIS

2561. BRAMMER, LOWELL HOWARD. *A Technique for the Study of Unit Costs of Higher Education in Colleges for Teacher Education.* Bloomington: Indiana University, 1954. 193 p. Abstract in *Diss. Abstracts,* 15: 363–364, March 1955.

Unpublished doctoral dissertation (Ed. D.). Based on cost analysis of 53 instructional programs in three institutions. Three methods of allocating indirect expense were examined. Eight forms developed for use in accumulating the needed data and carrying out the necessary computations.

2562. COLVERT, CLYDE C. Cost Per Student in the Public Junior Colleges in the United States. *Jun. Coll. Jour.,* 27: 396–401, March 1957. (*Author:* Professor of Junior College Education, University of Texas.)

For 92 institutions, classified by region and by size, gives cost per student for each of nine subdivisions of administrative and general expense, and for instruction, library, and plant operation. Median total costs varied from $334 to $971 per student. Based on unpublished doctoral dissertation by A. B. Martin at University of Texas, 1949.

2563. ——— Cost Per Student in the Private Junior Colleges in the United States. *Jun. Coll. Jour.,* 27: 455–459, April 1957. (*Author:* See No. 2562.)

Similar to No. 2562. Based on questionnaire data received from 167 institutions.

2564. ——— *and* BAKER, MARVIN L. A Study of Junior College Buildings and Equipment Costs in the United States. *Jun. Coll. Jour.,* 28: 262–268, Jan. 1958. (*Authors:* (1) See No. 2562; (2) Vice President, Howard County Junior College, Texas.)

Reports building costs, per square foot, for various types of buildings, according to region and type of construction of 403 new buildings at 138 institutions. "Building costs have risen since 1955 . . . as much as a 50 percent increase. Equipment costs, however, indicate a raise in costs only up to 10 percent."

2565. EVANS, JOHN M. Here's How to Go About Finding the Total Cost of Educational Programs. *Coll. & Univ. Bus.,* 17: 41–45, Sept. 1954. (*Author:* Internal Auditor, Indiana University.)

Shows that most colleges already have the necessary operational statistics because they are used in other unit analyses inherent in organizational planning and control. Outlines two possible plans.

2566. Kettler, Raymond W. What's Wrong With the Unit Cost Idea? *Coll. & Univ. Bus.*, 14: 17, May 1953. (*Author:* Business Manager and Controller, Purdue University, Indiana.)

"Colleges and universities do not fear the application of unit cost analyses to higher education. They fear only the misuse of inappropriate technics that will ultimately result in the deterioration of higher education."

2567. ——— The Cost of Higher Education. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1955, p. 55–64. (*Author:* Controller, University of California.)

Discusses factors involved in determining unit costs, changes in total costs, and implications of increasing enrollments for future costs. Considers three questions: Are present costs too low? Will the present economic level be maintained? Can we effect economies in operation in the future?

2568. Knott, Leslie W.; Gooch, Marjorie; *and* Hilliard, Hugh E. The Cost of Medical Education: A Pilot Study. *Jour. Med. Educ.*, 33: 429–444, May 1958. (*Authors:* (1) Chief: (2) Research Analyst; both of Health Professions Education Branch, U. S. Department of Health, Education, and Welfare; (3) Chief Accountant, Emory University, Georgia.)

A study of costs at School of Medicine of Emory University. "Designed to serve two general purposes: (a) to provide the school of medicine with information on medical education expenditures that would be more accurate than the university had had previously; and (b) to develop basic concepts and methods for analyzing costs of medical education that might be useful to other schools." Four detailed tables given. Expenditures per student were found to range between $2,400 and $3,800 depending upon definitions of functions used.

2569. Middlebrook, William T. Survey of Unit Costs in State Universities. In National Association of State Universities, *Proceedings*, 1955, p. 79–90. (*Author:* Vice President, University of Minnesota.)

Discusses difficulties and fallacies in some unit cost studies. Outlines plans for unit cost studies of administration, service, research, and instruction in 11 large universities. Includes consideration of teaching load. Presentation followed by 7-page discussion.

2570. Woodburne, Lloyd S. A New Formula for Calculating the Cost of Higher Education. In Northwest Association of Secondary and Higher Schools, *Proceedings*, 1951, p. 39–44. (*Author:* Dean, College of Arts and Sciences, University of Washington.)

"Two aspects of the problem of cost calculation will concern us. One is the projection of the faculty salary items 5 or 10 years ahead of the present. The second is the method of calculation of fixed charges of a college or university irrespective of the number of students enrolled." Illustrates with two charts based on data from University of Washington.

See also Nos. 1, 186, 187, 189, 228, 236, 244, 247, 256, 548, 590, 2052, 2399, 2417, 2418, 2419, 2420, 2422, 2426, 2432, 2446, 2572.

10. SPONSORED RESEARCH

2571. Adams, Arthur S. What Is Sponsored Research Doing to Our Educational Program? *Coll. & Univ. Bus.*, 15: 17, July 1953. (*Author:* President, American Council on Education.)

Makes six recommendations to institutions with reference to sponsored research. "These recommendations have far-reaching implications. They represent a well-considered approach to one of the great problems facing higher education."

2572. De Long, C. C. Determining Costs on Sponsored Research. *Coll. & Univ. Bus.*, 9: 40–41, Nov. 1950. (*Author:* Bursar, University of Illinois.)

Gives an example showing indirect costs as high as 46 percent. Lists 11 factors not included in common calculation of indirect costs.

2573. Du Bridge, Lee A. An Open Letter to Federal Agencies on Principles for Determination of Indirect Costs on

University Research Costs and Grants. *Educ. Record*, 40: 48–52, Jan. 1959. (*Author:* President, California Institute of Technology; Chairman, American Council on Education's Special Committee on Sponsored Research.)

"Urgently requests that government agencies recognize and adopt the principles set forth above as providing a just and equitable basis on which indirect-cost determinations can be made in government research grants and contracts with universities."

2574. Green, George W. Who Should Pay the Overhead on Sponsored Research—The University or the Sponsor? *Coll. & Univ. Bus.*, 9: 24–27, Aug. 1950. (*Author:* Business Manager, California Institute of Technology.)

States five guiding principles that should control.

2575. Hancher, Virgil M. *Sponsored Research Policy of Colleges and Universities: A Report of the Committee on Institutional Research Policy.* Washington: American Council on Education, 1954. vii,93 p. (*Author:* President, State University of Iowa; Chairman of the Committee.)

Presents conclusions and recommendations of the Committee with reference to research undertaken with Government, industrial, or Foundation support, and provides supplementary information and observations. Bibliography, 66 titles. Review by O. C. Woolpert, *Jour. Higher Educ.*, 26: 455–456, Nov. 1955.

2576. Lunden, Laurence R. Fiscal Implications of Federally Supported Research. *Educ. Record*, 35: 87–93, April 1954. (*Author:* Controller, University of Minnesota.)

Comments on the recently appointed Committee of American Council on Education on Institutional Research Policy (No. 2573). "This brief, if it can be called such, expresses my philosophy which favors full reimbursement for sponsored research and raises serious questions with respect to the seductive principle of cost participation."

2577. Middlebrook, William T. Some Administrative Problems in Contract Research. In Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1953, p. 64–70. (*Author:* Vice President, University of Minnesota.)

Lists 19 problem areas and discusses four of them—overhead or indirect costs, proper accountability, patents, and security.

2578. Noyes, W. Albert. Is Sponsored Research a Danger to the Academic Tradition? In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1950, p. 37–50. (*Author:* Chairman, Department of Chemistry, University of Rochester, New York.)

"The dangers in governmental research are obvious to anyone who gives serious thought to the problem. . . . We have described the dilemma, and we have recognized that sponsored research in some form or other is here to stay." States five rules "which institutions of higher learning must follow if they are to fulfill the functions which they and they alone can fulfill for the future good of the country." Includes three pages of discussion.

2579. Panel on Problems of Contract Research Supported by the Federal Government. In Central Association of College and University Business Officers, *Proceedings*, 1952, p. 94–106.

Includes discussion by W. T. Middlebreok, University of Minnesota, and others.

2580. Scates, Alice Y. Office of Education Launches New Program of Cooperative Research. *Higher Educ.*, 13: 86–89, Jan. 1957. (*Author:* With U.S. Office of Education.)

Describes the program authorized by Public Law 531, 83rd Congress, initiated by an appropriation of $1,020,000. Reports signing of 20 contracts for such research with colleges and universities, and 17 others pending.

2581. *Scientific Research and Development in Colleges and Universities: Expenditures and Manpower, 1953–54.* Washington: Government Printing Office, 1958. (National Science Foundation.) iii,173 p.

Analyzes expenditures of $482,000,000 for research, of which $278,000,000 was for research in colleges and universities proper. Also an analysis of 62,000 members of science faculties of whom one half were engaged in research and development.

2582. Waterman, Alan T. Government Support of Research and Education in the Sciences. In Association of

Land-Grant Colleges, *Proceedings*, 1951, p. 38–45. (Author: Director, National Science Foundation.)

Gives answers to the question: "Why should the Government lend support to research and education in the sciences?"

2583. WEAVER, JOHN C. Federal Aid to Research and Graduate Education. In Association of Graduate Schools in the Association of American Universities, *Proceedings*, 1958, p. 82–93. Also in *Grad. Educ.*, 2: 42–53, Spring, 1959. (*Author:* Dean, Graduate School, University of Nebraska; Travelling fellow, Carnegie Corporation of New York.)

Based on visits to 21 institutions in United States and Canada. Discusses advantages and problems of Federally sponsored research and scholarship aid. "Most universities are quick to concede that while sponsored research is putting a new and substantial drain on general operating funds, it has brought benefits which more than justify the overall costs. . . . It tends to throw some segments of the academic enterprise out of balance with others."

2584. WOODROW, RAYMOND J. Those Government Contracts for Research. *Coll. & Univ. Bus.*, 16: 27–29, Jan. 1954. (*Author:* Executive Officer and Secretary, Princeton University.)

"Despite the large volume of Federal funds being used for contracts and grants to colleges and universities, it is remarkable to note how few of the institutions involved are fully aware of the obligations they have assumed by the terms and conditions of contract or grant instruments."

See also Nos. 285, 638, 657, 665, 668, 669, 673, 996, 1476, 1533, 2399, 2426.

XIII. *Administration of Public Relations and Development*

1. GENERAL

For other references see *College Public Relations Quarterly*, and *Pride.*

2585. **Allen, Glenn L.** Public Relations and the Business of Education. *Assoc. Amer. Coll. Bull.*, 42: 386–393, Oct. 1956. (*Author:* Vice President, Northwestern Bell Telephone Co.)

"I shall try to deal with the philosophy of public relations rather than flirt with the techniques of handling problems." Discusses four aspects of the subject.

2586. **American College Public Relations Association.** Convention Reports. 41st Annual Meeting, Omaha, Neb., June 24–27, 1957. 66 p.

Contains summaries of panel and other discussions under headings: Communications, Development, Medical, Sports, General. See also earlier reports of the Association's annual conventions (organized 1917) and copies of its monthly magazine *Pride*, and *College Public Relations Quarterly.*

2587. **Armsby, James W.** The Care and Feeding of Public Relations People. *Assoc. Amer. Coll. Bull.*, 41: 303–309, May 1955. (*Author:* Assistant to the Chancellor, New York University.)

Discusses policy, performance, and publicity as the essential ingredients of public relations. States desirable qualifications for a public relations officer.

2588. ——— Fable of Higher Education: The Time, 2000 A.D. *Pride*, 1: 23–25, June 1957. (*Author:* Assistant to the President, Ford Foundation.)

"Once upon a time there was a medium-sized university, in a medium-sized town, with a medium-sized faculty, of medium-sized talents . . . known as Mediocre University." Describes effects of various appeals on its behalf in field of public relations. "They dissipated all their energies fussing about who should work for whom. They never could decide that they ought to pool their talents and all work for the University."

2589. **Bailey, Richard P.** Give the Editor What He Wants. *Coll. & Univ. Bus.*, 22: 27–28, June 1957. (*Author:* Director of Public Information, Board of Wisconsin State College Regents.)

Reports success in Wisconsin of securing publication of large percentage of short "filler" articles. Gives useful lists of "do's" and "don'ts".

2590. **Baker, John Newton.** Your Public Relations Are Showing. In Southern Association of College and University Business Officers, *Proceedings*, 1954, p. 59–66. Also condensed as "Is Your Public Relations Showing?" *Coll. & Univ. Bus.*, 17: 19–21, Sept. 1954. (*Author:* Assistant to the President, University of Richmond, Virginia.)

Gives a self-administering 10-point test of the principal factors in public relations for colleges. "These, then, are 10 points on your check list for personal public relations or for the public relations of your business office. How did you come out? Add your scores. If they come to less than 90 percent, you should not be satisfied."

2591. **Balinsky, Alexander S.** Public Relations and the Faculty. *Pride*, 1: 16–18, March 1957. (*Author:* Assistant Professor of Economics, Rutgers University, New Jersey.)

"Ten years of membership in the academic community has made me more than aware of the friction that exists between the faculty and university public relations departments." Discusses three types of faculty members and the attitudes of each group toward public relations.

2592. Barlow, Walter G. *The Organization of Public Relations in American Colleges and Universities.* Washington: American College Public Relations Association, 1953. 26 p.

Based on questionnaire responses from 390 institutions affiliated with Association of American Colleges. Answers with considerable statistical detail three questions: Where does public relations stand organizationally? How large are staffs and what are salary ranges? What background and training do colleges and universities look for in the public relations people they employ? Finds that 77 percent of institutions reporting have at least one person assigned full-time to public relations duties.

2593. Beauregard, Erving E. A Suggestion to Professors. *AAUP Bull.*, 39: 616–617, Winter 1953. (*Author:* Assistant Professor of History, University of Dayton, Ohio.)

"My purpose in writing this article is to urge all members of the American Association of University Professors to render an important service to the public—to read their home town newspapers scrupulously, especially the editorial page, and then to write to the editor when they detect the assailing of truth. . . . As professors, we are dedicated to the search and dissemination of truth. Therefore we are impelled to joust with any who are guilty of falsehood. . . . Let me express the development of my own interest in combating the all-knowing columnists, the modern dragon who belches poison." Reports several experiences with his local newspaper.

2594. Bogue, Jesse P. The Functions of Good Public Relations in Junior Colleges. *Jun. Coll. Jour.*, 28: 223–228, Dec. 1957. (*Author:* Executive Secretary, American Association of Junior Colleges.)

"Good public relations in junior colleges is not essentially different from that in any other type of higher educational institution." States and discusses four functions of good educational public relations.

2595. Clarke, James F. A Survey of Public Relations in Junior Colleges. *Jun. Coll. Jour.*, 22: 201–206, Dec. 1951. (*Author:* Director of Public Relations, Sinclair College, Ohio.)

Based on data furnished by 236 member institutions of American Association of Junior Colleges of whom 150 had definite public relations programs and 35 were members of the American College Public Relations Association. Reports on various features of their programs, separately for 123 public and 113 private institutions.

2596. College Relations and the Press. In Utah Conference on Higher Education, *Proceedings*, 1956, p. 114–135.

Contains 7 papers and discussion of the newly organized section on public relations, covering press, radio, and television.

2597. Cumings, Edgar C. O Mater, Academica! *Sch. & Soc.*, 73: 97–99, Feb. 17, 1951. (*Author:* President, Coe College, Iowa.)

"Having just finished a quick perusal of college advertisements in a national magazine, I am struck by the extravagant claims of the majority, as well as by the insistently returning theme, with variations by the publicity writers, that 'we build character.'" Gives various examples and comments upon them.

2598. Cutlip, Scott M. Effective Public Relations for Higher Education. *AAUP Bull.*, 36: 646–658, Winter 1950. (*Author:* Assistant Professor of Journalism, University of Wisconsin.)

Discusses two questions: Why public relations? What is public relations? "As each institution takes up this public relations challenge, it contributes not only to its immediate welfare but to the cause of higher education as a whole. . . . That means a program of honest, skilled public relations now!"

2599. Danilov, Victor J. Four Ways of Figuring Whether Your Public Relations is Paying Off. *Coll. & Univ. Bus.*, 22: 34–35, May 1957. (*Author:* Manager of Public Relations, Illinois Institute of Technology.)

"A recent survey of 272 colleges and universities revealed that few of them had developed any effective methods for evaluating their public relations programs." States seven aspects of "the barometer of success." Conclusion: "If the enrollment, financial contributions, and student and alumni interest have increased, and if faculty and staff morale and community and trustee relations have improved, it is a safe bet that the institution's public relations program has met the challenge."

2600. Davidson, Robert C. *The Growth and Development of Public Relations Programs in American Colleges and Universities.* Los Angeles: University of Southern California, 1956. Abstract in the University of Southern

California, *Abstracts of Dissertations*, 1956, p. 249–252. Summary by author, "The Growth of College Public Relations," in *Coll. Pub. Rel. Quart.*, 7: 15–19, July 1956.

Unpublished doctoral dissertation (Ed. D.). Primarily a historical study covering period from 1636 to 1955. Makes seven recommendations for improvements in public relations programs.

2601. Davis, Paul H. Public Relations Can Be Profitable. *Assoc. Amer. Coll. Bull.*, 36: 235–243, May 1950. (*Author:* Vice President in Charge of Development, Columbia University.)

Defines public relations and answers nine questions concerning the field, such as: What do you have that is outstanding? What are the liabilities? Who are your publics? What are the methods for reaching our publics? What do we want from each of our publics?

2602. ——— Public Relations as an Aid to College Fund Raising. *Assoc. Amer. Coll. Bull.*, 40: 373–381, Oct. 1954. (*Author:* Former Vice President in charge of Development, Columbia University.)

Gives numerous examples of successful and of unsuccessful public relations programs in particular institutions. "The first job is for the president and trustees to locate, select, enlist, appoint, and position a competent, small, hard-working, volunteer public relations committee."

2603. Donovan, Herman Lee *and* Wild, Raymond W. President and the Public. *Peabody Jour. Educ.*, 26: 258–263, March 1949. (*Authors:* (1) President; (2) Director of Public Relations; both of University of Kentucky.)

Gives numerous answers to the question: "What are the best means of getting information about the college or university to the people?" Conclusion: "What we have been trying to say is that a college or university president deals with publics, not a public. . . . Any public relations program that ignores this fact is not a good public relations program."

2604. Elam, Stanley M. Testing Public Relations Procedures. *Coll. Pub. Rel. Quart.*, 7: 28–30, Jan. 1956. (*Author:* Director of Public Relations and Alumni Services, Eastern Illinois State College.)

Based on author's doctoral dissertation. Reports changes in enrollment at Eastern Illinois State College attributable to public relations efforts.

2605. Fissinger, William D. Volunteers Helped Us Build a Public Relations Program. *Pride*, 3: 10–11, May 1959. (*Author:* Director of Public Relations, St. Louis University, Mo.)

"On the second week of every month a group of the most distinguished public relations and related experts in St. Louis sits down to lunch and a two-hour meeting to lend their brains (and sometimes resources) to Saint Louis University as a part of an unusual, if not unique, educational undertaking." Describes the outstanding work of the group "now in its sixth year of operation."

2606. Froman, Lewis A. "Communication Skills" of College Faculties. *Educ. Record*, 35: 257–260, Oct. 1954. (*Author:* President, Russell Sage College, New York.)

Criticises the excessive use of technical terms by sociologists, economists, psychologists, and others in presenting their findings to the public. "The professional educator, of which the college president certainly is one (or should be one), has also succumbed to the pitfall of using specialized terminology in explaining his objectives and programs." Gives several striking examples.

2607. Froom, William Peter. *Publicity Practices in Coeducational Colleges of From 2,000 to 3,000 Students: A Study by Questionnaire and by Content Analysis of News Releases.* Bloomington: Indiana University, 1956. 232 p. Abstract in *Diss. Abstracts*, 16: 2365–2366, Dec. 1956.

Unpublished doctoral dissertation (Ed. D.). Based on materials secured from 31 institutions in 27 states, including 3,205 news releases for a 6-months period. Releases are classified in 11 groups. Studies relationships of the news bureau with the administration, with the faculty, and with the college newspaper.

2608. Gayman, L. Vaughn. How One-Man Publicity Campaign Pays Off. *Coll. & Univ. Bus.*, 25: 23–24, Aug. 1958. (*Author:* Publicity Director, Loras College, Iowa.)

Based on experience with various types of publicity at Loras College.

2609. **Gleazer, Edmund J., Jr.** The Junior College—Bigger! Better? *Jun. Coll. Jour.*, 28: 484–487, May 1958. (*Author:* Director of Public Information, American Association of Junior Colleges.)

Suggests five ways in which the junior college can become better, as aspects of an effective public relations program.

2610. **Harlacher, Erwin L.** Public Relations in the Junior Colleges of California. *Jun. Coll. Jour.*, 29: 34–39, Sept. 1958. (*Author:* Director of Public Information, Foothill College, California.)

Report of a survey of public relations programs in 63 junior colleges in California. Lists 12 duties and responsibilities of the public relations director.

2611. **Harral, Stewart.** Public Relations Courses in Schools of Journalism. *Coll. Pub. Rel. Quart.*, 7: 11–12, April 1956. (*Author:* Director of Public Relations Studies, University of Oklahoma.)

Finds that major programs in public relations have increased from 12 in 1951 to 28 in 1955. States 10 conclusions from study of the situation in 88 schools of journalism.

2612. **Harvey, E. Paul.** The Organization and Practice of College Public Relations. *Pride*, 1: 14–16, Dec. 1957. (*Author:* Director of Public Relations, Marycrest College, Iowa.)

Based on the author's dissertation *A Study of the Organization and Promotion of Public Relations Departments in Five Middle Western States*. Studies 73 midwestern institutions.

2613. **Harvey, P. Casper.** A Decalog for Public Relations. *Pride*, 2: 9–11, Nov. 1958. (*Author:* Former Director of Public Relations, William Jewell College, Missouri.)

On basis of 44 years experience in field of college public relations, states and discusses 10 basic principles for successful work.

2614. **Hedley, George.** College Public Relations as a Christian Vocation. *Pride*, 2: 5–8, Dec. 1958. (*Author:* Chaplain and Professor of Sociology, Mills College, California.)

"Many of you have been called to be members of Christian colleges and universities. Our position is openly and unashamedly a Christian one. . . . The Christian college officer need seek no cheap and easy successes for he sees all things within the framework of eternity. He need publish no fictions for he is content in his commitment to the truth." Notes that the Roman Catholic Church recognizes Saint Bernardine of Siena (1380–1444) as the Patron Saint of Public Relations.

2615. **Heyl, Arnold A.** Faculty Members Are in the Public's Eyes. *Jun. Coll. Jour.*, 22: 498–501, May 1952. (*Author:* Assistant, Teaching and Guidance Bureau, University of Texas.)

"A junior college faculty member . . . is, in addition to being a classroom teacher, a full-time public relations agent. Thus it becomes the obligation of every member of a junior college faculty to consider whether or not what he says and does will cause favorable reaction to himself as an individual and to his college as a whole."

2616. **Hildebrand, Joel H.** The Professor and His Public. *Bull. Atomic Scientists*, 9: 23–25, Feb. 1953. (*Author:* Professor of Chemistry, University of California.)

"I suggest that three general means are available to professors for improving the public relations of universities. . . . The first is for the professor to gain the respect of his immediate public, the thousands of students who, during the course of his career, attend his classes. . . . Secondly, the public should be given a clearer idea of the way in which the scholar goes about his work. . . . My third point is that a professor suffers in public esteem if he fails to display in his non-professional activities the same sense of moral and intellectual responsibility that he exercises in his professional work."

2617. **Hiller, Eldredge.** Higher Education—A $2,000,000-a-Year Advertising Client. *Educ. Record*, 39: 37–43, Jan. 1958. (*Author:* Vice President, Council for Financial Aid to Education.)

"We have reached the midpoint in the two-year period of the nationwide public service advertising campaign on behalf of higher education. There is no precedent against which to measure progress; no criteria to test results. But many have contributed time, skills, and money, and it is their right to know, so far as it can be told, 'how fares the advertising campaign'." Tabulates some of the results in newspapers, car cards, billboards, television, radio, consumer magazines, business publications, and company publications.

2618. Holmes, George H., *ed. Public Relations for Teacher Education: A guide for Colleges and Universities.* Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1950. 109 p.

Prepared by Joint Committee on Public Relations of American Association of Colleges for Teacher Education and College Public Relations Association. "This publication is designed to serve teachers colleges and colleges of education in establishing and improving programs of planned public relations." Contains 14 chapters. Bibliography, 70 titles, annotated.

2619. Hopkins, Everett Harold. *The Advancement of Understanding and Support of Higher Education: A Conference on Organizational Principles and Patterns of College and University Relations.* Washington: American College Public Relations Association, 1958. ix,83 p.

"This publication is an outgrowth of the cooperative efforts of the ACPRA and the American Alumni Council. Both the study which is reported here and the publication itself were made possible by a grant from the Ford Foundation." Section headings: The College and Its Internal Organization, The College and Its Public Relations, The College and Its Alumni Relations, The College and Its Financial Support. Appendix presents in graphic form results of questionnaire to college and university presidents and to members of the ACPRA regarding existing and desirable patterns of organization for most effective handling of public relations.

2620. Horner, John E. The Four P's of Public Relations. *Coll. & Univ. Bus.*, 24: 37, Feb. 1958. (*Author:* Assistant to the President, University of Omaha, Nebraska.)

Discusses Policies, Performance, People, and Publicity.

2621. Jordan, James R. The People vs. Educational Public Relations: Court of Public Opinion, 1965. *Pride*, 2: 13–17, April 1958. (*Author:* Director of University Relations, State University of Iowa.)

Gives reasons for belief that "with our best efforts, on a solid front, we can win the case of 'The People vs. Educational Public Relations in the Court of Public Opinion, 1965'."

2622. Killian, James R., Jr. An Educational Administrator Looks at Public Relations. *Coll. Pub. Rel. Quart.*, 5: 19–23, Jan. 1954. (*Author:* President, Massachusetts Institute of Technology.)

"Fundamental to our public relations problems in industry, education, and all other fields is the importance of achieving a climate of good will."

2623. Love, Malcolm A. The Administrator and Community Relations. *Coll. & Univ.*, 25: 251–272, Jan. 1950. (*Author:* Dean, University of Denver, Colo.)

Considers relations of the administrator to various publics—students, faculty, alumni, parents, and the press.

2624. Mahn, Robert E. Our Contacts With the Parents of a Student Who Is the First of His Family to Enter College—A Fine Public Relations Opportunity. *Coll. & Univ.*, 26: 405–407, April 1951. (*Author:* Registrar, Ohio University.)

Gives a sample letter designed to create goodwill toward higher education. Suggests 14 questions for parents to consider.

2625. Michelfelder, Phyllis. Internal Relations With Faculty and Staff. *Pride*, 2: 14–15, Dec. 1958. (*Author:* Director of Public Relations, Barnard College, New York.)

"My private definition of public relations is 'Good sense and good manners.' This certainly applies to internal public relations with faculty and staff." Lists 17 useful "internal communications media."

2626. Morrill, James Lewis. What Constitutes an Adequate Public Relations Program for a State University? In National Association of State Universities, *Proceedings*, 1955, p. 114–129. (*Author:* President, University of Minnesota.)

"We believe on our campus intelligently organized public relations are indispensable to a public understanding, and thereby public support, of our purposes and of our vast and diverse program of teaching, research, and public service. We budget $65,000 annually, plus many special allotments to our Department of Public Relations." Discusses many elements of the Minnesota program.

2627. **Nelson, Robert E.** Development Directors—A New Breed of Pseudo-Academic Soul. *Coll. & Univ. Bus.*, 26: 28–30, May 1959. (*Author:* Assistant to the Chancellor for Development, University of Kansas City, Missouri.)

States their characteristics and duties and suggests their organization on a regional or national basis.

2628. **O'Byrne, Eleanor M.** Good Teaching and Public Relations. *Assoc. Amer. Coll. Bull.*, 36: 37–43, March 1950. (*Author:* President, Manhattan College of the Sacred Heart, New York.)

Claims that good college teaching makes for more effective public relations, giving many specific examples from history.

2629. **Paine, H. Russell.** *Public Opinion Concerning the Junior College in California.* Los Angeles: University of Southern California, 1953. Abstract in the University of Southern California, *Abstracts of Dissertations*, 1953, p. 296–299.

Unpublished doctoral dissertation (Ed. D.). Based on 3,140 questionnaire responses from junior college students, high school seniors, and parents in seven junior colleges—large, medium, and small, in all parts of the State. Nearly 90 percent of the parents believed junior colleges were worth while.

2630. ——— Planned Community Relations. *Jr. Coll. Jour.*, 29: 388–391, March 1959. (*Author:* Head, Department of Journalism, East Los Angeles Junior College, California.)

"A sound community relations program should be a continuous process and not merely a selling device to put across a junior college bond issue. This philosophy prompted the establishment of a permanent Community Relations Committee among the seven junior colleges in Los Angeles." Describes the work and plans of the Committee and states 15 "fruitful ideas considered by this committee that could well apply elsewhere."

2631. **Pettitt, George A.** The Evaluation of Public Relations Programs. *Pride*, 2: 9–11, March 1958. (*Author:* Assistant to the President, University of Chicago.)

"The real measure of the success of a public relations program . . . [is] to be found not in statistics or what we do to inspire public relations, but what results are achieved."

2632. **Porter, Harold T.** The Public Relations Aspect of Purchasing. *Coll. & Univ. Bus.*, 8: 24–26, March 1950. (*Author:* Purchasing Agent, Tulane University of Louisiana.)

Shows various ways in which a purchasing agent may contribute much toward better public relations for his institution.

2633. **Reck, Waldo Emerson.** *Public Relations for Colleges and Universities.* New York: Harper & Bros., 1946. xiv,286 p. (*Author:* Director of Public Relations, Colgate University, New York.)

A volume endorsed by Association of American Colleges, American College Public Relations Association, and American Council on Public Relations. "This is not a publicity book. . . . This book is concerned with public relations. As such it seeks to clarify the relationships between publicity and public relations, now confusing to many educators, and to emphasize the steps and the means, the policies and the people, through which good public relations can be achieved." Contains 24 chapters dealing with all major aspects of college public relations.

2634. ———, *ed. College Publicity Manual.* New York: Harper & Bros., 1948. x,246 p. (*Author:* See No. 2633.)

A volume planned by committee of five members of American College Public Relations Association, with contributions by 18 authors. In 21 chapters, covers all major aspects of college publicity.

2635. Report on Foundations. *Higher Educ.*, 9: 189–191, April 15, 1953.

Extracts from report of the Select Committee of Congress to Investigate Foundations and Other Organizations, Jan. 1, 1953. Expresses judgments on extent to which major foundations have used funds for support of subversive interests.

2636. **Rowland, Albert Westley.** *A Study of Three Selected Factors in the Public Relations Programs of Colleges and Universities in the United States.* East Lansing: Michigan State University, 1955. 198 p. Abstract in *Diss. Abstracts*, 17: 1712, Aug. 1957.

Unpublished doctoral dissertation (Ed. D.). The three factors: (1) philosophy and objectives of educational public relations, (2) evaluation of the public relations programs, (3) the most important public relations problems facing colleges and universities. Based on questionnaire responses from chief public relations officers in 272 institutions in 48 states. Conclusion: "This study indicates that the meaning, place, and nature of public relations are not firmly established in institutional policy; mechanics of the trade demand a majority of the time of public relations practitioners; and that the student seems to be forgotten in most public relations programs."

2637. Scarlett, Melvin B. Who Is Responsible for College Public Relations? *Coll. Pub. Rel. Quart.*, 7: 31–33, April 1956. (*Author:* Director of Public Relations, Northwestern State College, Oklahoma.)

Reports tendency for college public relations men to be made institutional vice presidents and states four reasons favorable to the plan.

2638. Schoenfeld, Clarence A. *The University and Its Publics: Approaches to a Public Relations Program for Colleges and Universities.* New York: Harper & Bros., 1954. 284 p. (*Author:* Chairman, Extension Department of Journalism, University of Wisconsin.)

"This is a book about the human realities which condition university public relations. It is about the communication and interpretation of ideas and information to all the various specific groups or publics which comprise an academic institution; and about the communication and interpretation of information, ideas, and opinions from those publics to those guiding the institution, in an effort to bring the two into harmonious and fruitful adjustment." Contains 13 chapters including ones on students, professors, the alumni, and the trustees. Review by P. G. Bulger, *Teach. Coll. Record*, 57: 56, Oct. 1955.

2639. Spencer, William A. Publicity Mailing Lists. *Pride*, 2: 15-16, Nov. 1958. (*Author:* Director, Office of Information Services, New York University.)

"Media mailing lists are essential tools of the publicity trade. Good lists are hard to build." Reports methods used at New York University, Pennsylvania State University, University of Illinois, University of Colorado, Johns Hopkins University, Wittenberg College, University of Michigan, Marquette University, and Oberlin College.

2640. Taylor, Bernard P. Public Relations in Fund Raising. *Pride*, 1: 12–13, Jan. 1957. (*Author:* Executive Secretary, Penn State Foundation of Pennsylvania State University.)

Says that we must remember that the trained practitioners in the social sciences "have given us tools and not formulae; that we are still dealing with people—imponderables, unpredictables, and, most important to public relations in fund raising, individualists."

2641. Weeks, Ila Delbert. The Layman and Higher Education. *Sch. & Soc.*, 81: 67–69, March 5, 1955. (*Author:* President, University of South Dakota.)

Discusses attitude of the layman toward purpose and value of college education, married students, academic freedom, the professor, and college catalogs. "Colleges and universities need to plan an organized program of public relations designed to acquaint the people with the purposes of higher education, the crucial problems confronting this area of education, and possible solutions to these problems."

2642. Willard, Donald C. A Statistical Manual Helps in Graphic Presentation. In Eastern Association of College and University Business Officers, *Proceedings*, 1951, p. 43–49. (*Author:* Comptroller, Mount Holyoke College, Massachusetts.)

Shows values in graphic presentation of basic college statistics. Illustrates by figure showing five types of useful presentation of statistics of Mount Holyoke College.

2643. Youngblood, Elizabeth. Public Relations and the Junior College. *Jun. Coll. Jour.*, 22: 90–94, Oct. 1951. (*Author:* Staff Writer, *Texas Outlook.*)

"Nothing comprehensive has been written in regard to public relations or publicity and the junior college." Gives a list of 22 possible types of activity for a junior college publicity director.

See also Nos. 171, 185, 228, 248, 266, 272, 273, 276, 280, 281, 297, 325, 417, 471, 659, 729, 746, 751, 756, 769, 798, 802, 803, 815, 824, 828, 835, 836, 879, 1424, 1597, 1601, 1637, 1810, 1913, 1918, 2045, 2214, 2355, 2394, 2398, 2408, 2415, 2490, 2664, 2668, 2682, 2686, 2699, 2700.

2. ALUMNI RELATIONS

For other references see *American Alumni Council News* and alumni publications of various colleges and universities.

2644. American Alumni Council. *1954 Yearbook.* Washington: The Council, 1954. 226 p.

Report of the 39th General Conference, Edgewater Park, Miss., July 11–15, 1954, and articles reprinted from 1954 issues of *American Alumni Council News.* Material, mostly short contributions, is grouped under following headings: The Alumni Office, Fund Raising, The Alumni Publication, Big Ideas. Covers every phase of alumni work.

2645. ——— *1955 Yearbook: The "How To" of Educational Fund Raising.* Washington: The Council, 1955. 270 p. + 199 p.

Report of the 40th General Conference, Bretton Woods, N.H., June 26–30, 1955. First part similar in content to *1954 Yearbook* (No. 2444). Section on Fund Raising, edited by Ernest T. Stewart, Jr., separately paged, constitutes "The 'How To' of Educational Fund Raising."

2646. ——— *1956 Yearbook.* Washington: The Council, 1956. 228 p.

Report of the 41st General Conference at French Lick, Ind., June 24–28, 1956. Similar in content to *1954 Yearbook* (No. 2644.)

2647. ——— *1957 Yearbook.* Washington: The Council, 1957. 188 p. + unpaged 35-page supplement.

Report of the 42nd General Conference at Pasadena, Calif., June 30–July 4, 1957. Supplement contains very detailed report under 38 headings, by institutions, for more than one million donors to alumni funds. Otherwise similar to *1954 Yearbook* (No. 2644.), but final volume of the series. "This, the fourth American Alumni Council *Yearbook* and the forty-second in the Council's series of annual book-size publications, is also the last. . . . In future years, bound volumes of the *American Alumni Council News* will replace the old *Conference Reports* and the more recent *Yearbooks,* as the permanent printed repository for the Council's lore."

2648. Armstrong, James E. If These Suggestions Are Carried Out, Alumni Support Can Be Substantial. *Coll. & Univ. Bus.,* 17: 25–27, July 1954. (*Author:* Executive Secretary, Notre Dame Alumni Association, Indiana.)

States various important motives for alumni gifts. Shows that since the student has paid only 68 percent of his educational costs, perhaps he should feel an obligation to repay a 32 percent subsidy to his alma mater.

2649. Deutsch, Monroe E. Frank Words to Alumni. *Sch. & Soc.,* 82: 40–41, Aug. 6, 1955. (*Author:* Vice President and Provost Emeritus, University of California.)

"My fundamental thesis . . . is that alumni should constantly think of the well-being of the college." Discusses their relation to athletics, finances, community understanding, and other features.

2650. Diekhoff, John Siemon. The Alumni University: A Wider Definition of Adult Education. *Jour. Higher Educ.,* 28: 353–360, 407, Oct. 1957. (*Author:* Dean, Cleveland College, Western Reserve University.)

Discusses the educational responsibility of a college to its graduates of several years standing. "I confidently expect alumni associations the country over to insist that their alma maters treat their members as adults, credit them with intellectual interests, recognize their learning readiness, afford them opportunities to poke their minds into renewed activity, to keep up to date in their specialized knowledge, to restore their culture to the level of their twentieth year, and to revive the social conscience with which they voted in their first elections." For comments by Myron Brender, see *Jour. Higher Educ.,* 30: 56–57, Jan. 1959.

2651. ——— The Alumnus and His Alma Mater. *Assoc. Amer. Coll. Bull.,* 43: 557–562, Dec. 1957. (*Author:* See No. 2650.)

"I think I have not been unfair in accusing universities and colleges of neglecting the intellectual welfare of their graduates. Typically, I think they do neglect it. . . . The alumni association is preeminently the right agency to undertake the education of the university faculty and administration in this area. . . . It will not be the first time that offsprings have recalled their parents to their duty."

2652. Fullen, John B. Features of an Ideal Alumni Program. In National Association of State Universities, *Proceedings,* 1953, p. 33–52. (*Author:* Alumni Secretary, Ohio State University.)

"As far as I can count, there are four principal ways in which to put the alumni to work. They are (1) to interpret the institution, (2) to steer in new students, (3) to clear in advice, and (4) to raise money." Discusses each in detail.

2653. Hickerson, Loren. Alumni and the Future of State Institutions. In National Association of State Universities, *Proceedings*, 1953, p. 53–61. (*Author:* Alumni Secretary, State University of Iowa.)

"Of the total of some 56,000 individuals who have received degrees in the last 95 years [from State University of Iowa] more than 80 percent are still living. . . . In the face of such a fact, it is understandable why the alumni secretary of a State institution of learning takes the long view of his business. The majority of present graduates . . . will be around for some time to come." Discusses implications for institutional progress.

2654. Stewart, Ernest T., Jr. The Profession of Alumni Work. In National Association of State Universities, *Proceedings*, 1953, p. 62–75. (*Author:* Executive Secretary, American Alumni Council.)

Summarizes the 40-year history of organized alumni secretaries. Outlines the present membership of 598 institutions with specialized interests in general alumni activity, financial programs, and alumni publications, and the many activities and interests of the organization. Stresses especially possibility of alumni funds for State institutions.

2655. ——— Alumni — *Your* Former Students. *AAUP Bull.*, 40: 253–268, Summer 1954. (*Author:* See No. 2654.)

Address at annual meeting of American Association of University Professors. Explains development of American Alumni Council since its organization in 1913, representing alumni officers, editors, and fund raisers in 637 institutions. Closes with quotation from Father C. Steiner, University of Detroit: "If our alumni are liabilities, then God help us. For what else do we who are in education have to show for our time."

2656. Wilkinson, Rachel Elizabeth Diggs. *The Determination of Goals for Alumni Relations in the Colleges for Negroes in North Carolina.* New York: New York University, 1952. 235 p. Abstract in *Diss. Abstracts*, 13: 66–67, No. 1, 1953. See also No. 2657.

Unpublished doctoral dissertation (Ph. D.). Based on questionnaire responses from 615 recent graduates, 236 faculty members, and 11 presidents of the 11 Negro colleges in the State. Studies 18 goals of effective alumni relations and recommends five of them, with suggestions for their implementation, including a competent alumni secretary; publicity placement and follow-up programs; alumni representation on college committees; and constant research and evaluation of college and alumni programs.

2657. ——— Goals for Alumni Relations. *Jour. Negro Educ.*, 23: 133–138, Spring 1954. (*Author:* Lecturer in Education, Hunter College, New York.)

Based on author's doctoral dissertation, No. 2656. States 18 goals for alumni relations as determined by "a jury of noted experts," and uses them in an appraisal of the alumni relations of 11 4-year accredited colleges for Negroes in North Carolina.

See also Nos. 142, 185, 198, 202, 228, 256, 258, 266, 273, 280, 740, 783, 812, 824, 835, 836, 954, 992, 1157, 1783, 1822, 1841, 1845, 2018, 2164, 2417, 2423, 2424, 2464, 2467, 2619, 2623, 2638, 2681, 2684, 2692, 2695, 2699, 2708.

3. PUBLICATIONS

2658. Bing, Roland. The Role of the College Press: Student Newspapers. *Jour. Higher Educ.*, 26: 382–385, 400, Oct. 1955. (*Author:* Instructor in Journalism, Victoria College, Texas.)

Discusses two classes of student newspapers, their functions and their shortcomings. Makes five concrete proposals "which might help bring order out of chaos and restore a measure of responsibility to the college newspaper."

2659. Boeck, Al, Jr. Medical College Catalogs Need Modernizing. *Jour. Med. Educ.*, 30: 221–223, April 1955. (*Author:* Director of Public Relations, State University of New York Upstate Medical Center, Syracuse.)

"Organization is the key to serviceability in a catalogue. It seems logical to put the material in demand where it can be found easily and to have the copy arranged in some sort of progressive order. . . . It is inescapable that most medical colleges today are not effecting the maximum benefits from their catalogues." Most of the criticisms and recommendations apply as well to catalogs of general universities and colleges as to those of medical schools.

2660. Bowling, William Glasgow. An Appraisal of College and University Publications Used for Promotional Purposes. *Coll. & Univ.*, 29: 69–80, Oct. 1953. (*Author:* Dean of Admissions, Washington University, Missouri.)

Based on questionnaire responses from 77 secondary schools. "It is my purpose here to discuss the results of this questionnaire insofar as the answers pertain to catalogs, bulletins of general information, college yearbooks or annuals, informative leaflets or folders, and scholarship posters and brochures. I shall also consider the basic principles which underlie certain of these publications."

2661. ——— In Praise of College and University Catalogues: Old Style. *Sch. & Soc.*, 79: 104–106, April 3, 1954. (*Author:* See No. 2660.)

Criticizes the tendency in many modern catalogs with evidences of "the efforts of the commercial artist, expensive paper and printing, and the persuasive language of the professional writer." Asserts that "it must always be remembered that the catalogue is a publication intended for many purposes and directed toward a variety audience. It is not primarily a document of greatest interest and value to prospective students and their parents."

2662. ——— The Role of an Admissions Officer in the Preparation of Promotional Publications. *Coll. & Univ.*, 30: 146–150, Jan. 1955. (*Author:* See No. 2660.)

"The plan which I have just described is much the harder of the two general methods of preparing a promotional publication, but it is the one that is vastly the more rewarding."

2663. ——— Cantaloupes and College Catalogs and Minimum Essentials. *Coll. & Univ.*, 31: 197–206, Winter 1956. (*Author:* See No. 2660.)

"Like the cantaloupe before it, the college catalog is nowadays also the subject of experiment, undertaken in the hope of improving the product. . . . There are other similarities and differences between the cataloupe and the college catalog." Discusses several of them. Suggests 24 headings, with brief notes on contents under them, as minimum essentials for the well-planned college catalog.

2664. CAIN, J. HARVEY. Your Financial Report Should Inspire Confidence. *Coll. & Univ. Bus.*, 23: 35–57, July 1957. (*Author:* Consultant on College Finance, Washington, D.C.)

"Corporate gifts to college have doubled in three years. If such gifts are to continue on the increase, as most college presidents hope, colleges must be prepared to explain to businessmen in terms they understand how efficiently college money is being spent."

2665. CARTER, CORNELIA. Survey of Handbooks in Small Colleges and Universities. *Jun. Coll. Jour.*, 23: 508–509, May 1952. (*Author:* Dean, Vincennes University, Indiana.)

An analysis of 70 campus handbooks—their makeup, contents, and other features.

2666. *Catalogs Are for Students Too.* Athens, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1958. 36 p.

Practical handbook, prepared by the Association's Committee on Catalogs. See No. 2671.

2667. CHURCH, DAVID M. Fund Raising Principles Applied to Printed Publications. *Pride*, 1: 18–19, Jan. 1957. (*Author:* Executive Director, American Association of Fund Raising Counsel, Inc.)

Gives practical suggestions on most effective "10 or 12 pieces of printed literature" needed for the usual fund raising campaign.

2668. College Catalogs and Promotional Materials. *Coll. & Univ.*, 30: 458–463, July 1955.

Report of panel discussion, including brief papers as follows: "Who Should Edit College Promotional Materials?" by William F. Adams, University of Alabama; "How Can One Evaluate the Effectiveness of Promotional Materials?" by Floyd W. Hoover, University of Nebraska; "Are College Catalogs Like Cantaloupes?" by William G. Bowling, Washington University, Missouri; and "Critique of Current Catalog Practice," by Thomas A. Garrett, St. Michael's College, Vermont.

2669. DAVIS, WAYNE. The College Catalog Talks Back. *Assoc. Amer. Coll. Bull.*, 40: 255–257, May 1954. (*Author:* Public Relations Consultant, Boston, Mass.)

"I am the college catalog. I have come in for quite a lot of criticism lately, and while none of us are above improvement, much of the criticism I believe is unfounded and I'll tell you why."

2670. GIBSON, BEN W., JR. United We Stand, Divided We Fall. *Coll. & Univ.*, 34: 283–290, Spring 1959. (*Author:* Liaison Officer between colleges and universities and Board of Education, Atlanta, Georgia.)

Discusses some of the shortcomings in college catalogs, especially in failing to give adequate and intelligible information regarding admission procedures.

2671. Hoover, Floyd W. An Editorial Policy for College Catalogues. *Pride*, 2: 11–13, May 1958. (*Author:* Registrar, University of Nebraska.)

An analysis of 20 catalogs of major universities for ease of reading. "The American Association of Collegiate Registrars and Admissions Officers has selected Dr. Hoover's article to appear as Chapter II of its forthcoming monograph, Catalogues Are for Students Too." (See No. 2666.)

2672. Ince, George W. House Magazine Serves a Real Purpose on the Campus. *Coll. & Univ. Bus.*, 9: 40–41, Sept. 1950. (*Author:* Former Director of Public Relations, Alfred University, New York.)

"No matter how far abroad your public relations may extend, it can be no stronger than the relation you enjoy with faculty and staff members. The house magazine, long used by industry, is finally going to work for colleges to build employee *esprit de corps.*"

2673. Kessler, Morris S. Financial Reports Should Be Easy to Read and to Grasp. *Coll. & Univ. Bus.*, 16: 32–33, March 1954. (*Author:* Supervising Accountant, University of Illinois.)

States that 8 years of experience will go into the preparation of the next "popular report" to be issued by University of Illinois. Estimates that it "can be published for from 20 to 25 cents a copy in quantities of 10,000 or more. We feel that this is a good investment."

2674. Lombardi, John. Bulletins of Information. *Jun. Coll. Jour.*, 24: 132–134, Nov. 1953. (*Author:* Dean of Instruction, Los Angeles City College, California.)

Describes method of construction, criteria, contents, and usefulness of *Faculty Handbook.*

2675. Loughran, Vernon. Savings Through Biennial Issue of the College Catalog. *Coll. & Univ. Bus.*, 9: 24–25, Sept. 1950. (*Author:* Bulletin Editor, University of Colorado.)

Reports that five of 41 State universities stated they had adopted biennial issuing of their college catalogs—Arizona, Minnesota, Nebraska, Texas, and Wisconsin. Discusses economies and other factors involved in the change.

2676. Please Send Me a Copy of Your Current Catalog. *Peabody Jour. Educ.*, 32: 1–2, July 1954.

Compares Harvard College catalog of 1830 with modern college catalogs. "Here is perhaps the greatest compounding of classical fact ever achieved on this continent, but leaving perhaps a numb void in the mind of any bright young high school graduate looking for a college with high standing."

2677. Rulkoetter, Aubrey. Development of the College Catalog at Harvard College. *Higher Educ.*, 7: 22–23, Sept. 15, 1950. (*Author:* Dean, Emmanuel Missionary College, Michigan.)

Traces development of the catalog from 1798 to 1847, with antecedents back to 1643.

2678. Savage, William W. Higher Education's Recruitment Bulletins. *Jour. Higher Educ.*, 25: 269-272, May 1954. (*Author:* Assistant Director, Midwest Administration Center, University of Chicago.)

Suggests several criteria for development and evaluation of most effective bulletins for attracting desired types of new students.

2679. Schneerer, William. Designing and Writing the College Catalog. *Coll. & Univ. Bus.*, 25: 19–21, Aug. 1958. (*Author:* Director of Publications, Case Institute of Technology, Ohio.)

Describes in detail process of planning, writing, and publishing an entirely new catalog for Case Institute of Technology.

2680. Schramm, Henry W. College Catalogs ARE Hard to Read. *Coll. Pub. Rel. Quart.*, 6: 23–24, July 1955. (*Author:* Publications Editor, College of Forestry, State University of New York.)

Reports experience in attempting to read and evaluate 30 college catalogs. Most of them were too difficult to understand, except for college graduates.

2681. Shockley, Martin Staples. The Sheepskin Myth. *Jour. Higher Educ.*, 25: 481–487, Dec. 1954. (*Author:* Professor of English, North Texas State College.)

An analysis of the contents of the alumni magazines of 20 institutions, whose names are given. "If you would witness an even lower representation of higher education than you thought possible, even in your role of campus cynic, I suggest that you read alumni magazines."

See also Nos. 26, 228, 284, 871, 879, 969, 1573, 1888, 1929, 2185, 2586, 2607, 2641, 2644.

4. FINANCIAL CAMPAIGNS

2682. **Burgstahler, Herbert John.** *How to Raise Funds for Schools and Colleges.* Nashville, Tenn.: Board of Education, Methodist Church, 1950. 105 p.

In 14 chapters, outlines techniques that have been successful. Includes chapters on campaign procedures, public relations, support from sponsoring church, and corporation finances.

2683. **Butler, Raymond S.** *and* **Clark, Don.** The Indiana Conference of Higher Education. *State Gmt.*, 30: 121–124, 136, June 1957. (*Authors:* (1) Assistant to the Dean, School of Education; (2) Vice President and Treasurer; both of Indiana University.)

Reviews financial accomplishments of 30 Indiana institutions, both public and private, in 10 years of the conference's existence. Preceded by commendatory statements from Thomas E. Jones, President, Earlham College, and President of the Indiana Conference on Higher Education; and by Herman B. Wells, President, Indiana University.

2684. **Church, David M.** Fund Raising: Here Are the ABC's From a Professional. *Coll. Pub. Rel. Quart.*, 5: 30–34, April 1954. (*Author:* Vice President, John Price Jones, Inc., New York.)

Discusses "four of the present principal types of fund raising"—alumni annual giving, the special campaign, the low-pressure development programs, and a bequest program.

2685. **Davis, Paul H.** Easy Ways of Fund Raising for Independent Colleges and Universities. *Assoc. Amer. Coll. Bull.*, 37: 515–522, Dec. 1951. (*Author:* Former Vice President in Charge of Development, Columbia University.)

Discussion of a variety of methods. "My main and concluding point is that in fund raising for colleges and universities we should not copy the methods of the Red Cross and other great relief agencies but should select methods which for us are easier methods and are more in harmony with our institutions, with our objectives, and with our ideals."

2686. ——— Recommended Reading on Financing Gift-Supported Colleges and Universities. *Assoc. Amer. Coll. Bull.*, 42: 514–516, Dec. 1956. (*Author:* Consultant in Institutional Finance and Public Relations, Los Angeles, Calif.)

"The list of books I recommend surprises many people. Some are old; some are new—but here it is. Section I is on fund-raising techniques and public relations; Section II on management; Section III on the philosophy of fund raising and development." Lists 14 titles with comments on most of them. Concerning Gilbert Highet's *Art of Teaching* (No. 2321) says: "A masterpiece—beautifully written, clear, concise, and effective. If a college administrator can find time to read only one of the list, for 'know-how' of the continuous fund-raising and development programs, then this book of Highet's is my selection."

2687. **Duke, Ellen.** Formula for Saving Colleges: Privately Supported Schools Need an Extra $400,000,000 a Year. In Indiana They've Found a Way for Corporations to Contribute. *Nation's Bus.*, 41: 84–89, Oct. 1953.

Describes organization, development, and increasing success of the Association of Indiana Colleges, under leadership of Frank Sparks, President, Wabash College.

2688. **Duling, G. Harold.** Approach to Foundations. *Assoc. Amer. Coll. Bull.*, 39: 329–336, May 1953. (*Author:* Assistant Secretary, Lilly Endowment, Inc.)

Gives numerous practical suggestions and list of publications to read before seeking foundation support for educational purposes.

2689. **Fissinger, William D.** Professional Men Helped Us Set Up a Bequest Program. *Pride*, 1: 11–12, Sept. 1957. (*Author:* Director of Public Relations, St. Louis University, Missouri.)

Describes work of St. Louis University's recently organized Bequest and Gift Council resulting already in $1,000,000 in bequests. "The only regret the University has about the bequest program is that it didn't start it a long time ago."

2690. **Frantzreb, Arthur C.** Bequests Campaign: A Unique Idea. *Pride*, 1: 12–14, Feb. 1957. (*Author:* Director of University Development, Rutgers University, New Jersey.)

Description of plan in operation at Rutgers University by which "more than 25,000 key people throughout the nation will receive constant reminders of the bequest opportunities at Rutgers."

2691. Hanson, Abel A. Essentials of a Bequest Program. *Pride*, 2: 10–12, April 1958. (*Author:* General Secretary, Teachers College, Columbia University.)

"I am impressed by the number of fallacies and false assumptions which seem to persist in college bequest programs." States and discusses seven such fallacies.

2692. Hawthorne, Edward L. *Fund-Raising for the Small College.* New York: Bureau of Publications, Teachers College, Columbia University, 1950. x,251 p.

Doctoral dissertation (Ed. D.) at Columbia University. Based chiefly on study of available published data for 50 colleges usually of 500 to 1,500 students each. Studies potential sources of benefactions, role of the president and alumni, and outlines practical programs for guidance of the administration of the small college. Appendix contains six case studies of college fund raising. Bibliography, 57 titles.

2693. Knopp, Herbert W., Sr. Seven Deadly Sins of Omission. *Lib. Educ.*, 45: 306–311, May 1959. (*Author:* Consultant in Institutional Finance and Public Relations.)

States and discusses seven sins of omission often found among college fund raisers.

2694. Langeler, George Harris. *Financial Development Programs in Institutions of Higher Education: With Special Reference to Selected Colleges.* Ann Arbor: University of Michigan, 1959. 218 p. Abstract in *Diss. Abstracts*, 19: 3190–3191, June 1959.

Unpublished doctoral dissertation (Ph. D.). "The purpose of the study is to explore the field of financial development in medium-sized, private, liberal arts, coeducational colleges with special reference to the factors which have led to the increasing need for attention in this field of administration." Based on study of a group of colleges in Illinois, Indiana, Michigan, and Ohio. Author had personal interviews with presidents and development officers of these institutions. Conclusion: "The presidents of most of these institutions do not seem to be prepared to offer much leadership and guidance in establishing a sound development program."

2695. Long, Henry J. Some Tips on Financing Private Colleges. *Coll. & Univ. Bus.*, 11: 30–31, Oct. 1951. (*Author:* President, Greenville College, Illinois.)

Reports what he learned from 350 interviews with reference to college fund-raising techniques, including alumni clubs, life insurance plans, booster banquets, and united college appeals.

2696. Marts, Arnaud C. Trends in Giving and Fund-Raising for Colleges and Universities. *Assoc. Amer. Coll. Bull.*, 36: 361–373, Oct. 1950. (*Author:* President, Marts & Lundy, Inc., New York City.)

"Trends in giving are upward and climbing still higher." Gives income tax data and quotes numerous erroneous and pessimistic prophecies of previous two decades. Gives several examples of new wealth created by college-trained men, and makes suggestions for more effective fund-raising campaigns.

2697. Morris, Joe Alex. The Small Colleges Fight for Their Lives. *Sat. Eve. Post*, 226: 42–43, 107–114, May 15, 1954.

Describes organization and methods of the Associated Colleges of Indiana which in one year secured $356,000 from 180 business corporations for benefit of the 12 member colleges. Describes methods used by similar groups in Michigan and Ohio.

2698. Parker, Carl F. Alphabet for Fund Raisers. *Coll. & Univ. Bus.*, 24: 23–25, May 1958. (*Author:* Finance Examiner, Texas Commission on Higher Education.)

"This is a restatement of certain obvious but fundamental principles for fund raising for small privately supported colleges and universities. . . . I have resorted to the use of a mnemonic device of the ABC's from A to H inclusive."

2699. Pollard, John A. *Fund-Raising for Higher Education.* New York: Harper & Bros., 1958. xix,255 p. (*Author:* Vice President, Council for Financial Aid to Education.)

This book "is designed to aid colleges and universities in their constituency relations. It endeavors to identify the various constituencies of United States colleges and universities and to set forth ways and means used to cultivate them. It represents educational fund raising as, in fact, it is: a regular and continuing administrative function, best managed through a development program, or 'continuous campaign'." States 20 principles of fund raising and illustrates them fully in 15 chapters dealing with public relations, alumni funds, estate planning, foundation grants, business cooperation, and tax benefits to donors. Reviews by R. L. Bittern, *Coll. & Univ.*, 34: 337–338, Spring 1959; and by A. A. Hanson, *Teach. Coll. Record*, 60: 236–237, Jan. 1959.

2700. Pray, Francis C. Nine Steps Toward Understanding and Support. *Pride*, 3: 5–8, June 1959. (*Author:* Vice President for College Relations, Council for Financial Aid to Education, Inc.)

"I have been asked to sketch, as well as I can, the *first steps* in the strategy to build public understanding and support of the program of higher education, and to win public commitment to its eternal success. These are the steps which too many presidents and fund raisers attempt to hurdle at a bound in their anxiety to 'get at the business of fund raising'."

2701. Quay, James King. The Romance and the Technique of Raising Money. *Coll. & Univ. Bus.*, 13: 19–21, Oct. 1952. (*Author:* Vice President, Princeton Theological Seminary, New Jersey.)

"Raising money is very much like fishing, and it can be just as exciting and interesting."

2702. Schellenger, Harold K. The How and Why of the Ohio Federation of Independent Colleges. *Coll. & Univ. Bus.*, 13: 26–27, Sept. 1952. (*Author:* Executive Director, Ohio Federation of Independent Colleges.)

"Twenty-two Ohio colleges not supported by taxes have been applying the community chest approach to fund raising since Nov. 14, 1951—with encouraging success!" Reports methods and results.

2703. Special Development Issue. *Pride*, 2: 5–25, Oct. 1958.

Contains 10 articles by different authors on various aspects of development campaigns for different types of higher educational institutions.

2704. *Stimulating Voluntary Giving to Higher Education and Other Programs.* Washington: Surveys and Research Corporation, 1958. 177 p.

Covers four major topics: (1) The Need to Increase Philanthropic Giving in the Coming Decade (for higher education, health, and welfare); (2) Volume of Philanthropic Giving Under Present Tax Laws; (3) Proposals for Revision of the Tax Laws to Stimulate More Giving; (4) Other Approaches to the Problem of Increasing the Income of Institutions and Agencies Receiving Philanthropic Support.

2705. Taylor, Bernard. Are Donors Properly Cultivated? *Coll. & Univ. Bus.*, 8: 22–23, April 1950. (*Author:* Vice President, Westminster College, Missouri.)

"The college dollars spent annually on the cultivation of prospective donors would build a large size college and endow it. . . . It is no wonder that college and university business officials want to know more about the processes involved in fund raising."

2706. Trent, William J., Jr. Cooperative Fund Raising in Higher Education. *Jour. Negro Educ.*, 24: 6–15, Winter 1955. (*Author:* Executive Director, United Negro College Fund.)

Summarizes accomplishments and methods of the United Negro College Fund since its organization in 1944. Gifts secured increased from $765,000 in 1944 to $1,441,000 in 1953. Membership consists of 31 privately controlled institutions. The fund has begun "a new chapter in the history of American education. It was the first group to attempt such a fund raising venture."

2707. Tribble, Harold W. Denominational Support for Church-Related Colleges. In Southern University Conference, *Proceedings*, 1954, p. 53–57. (*Author:* President, Wake Forest College, North Carolina.)

Makes three statements of general principles followed by personal experience in organization of financial campaign for Wake Forest College.

2708. Vose, Prescott, H. Report of a Survey of Money Raising Tactics in 26 Smaller Land-Grant Institutions. *Coll. & Univ. Bus.*, 17: 33–35, July 1954. (*Author:* Controller, University of Maine.)

"The study was made to determine what policies are now in effect with reference to private endowments and revenue from the State in Land-Grant and State Universities similar to the University of Maine." Discusses enabling legislation, trust funds for annuitants, fund raising personnel, State tax revenues, corporate foundation affiliates, and alumni funds.

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